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NEA Today

WASHINGTON, D.C. JAN./FEB. 1987

A NEWSPAPER FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION VOL. 5, NO. 5

Spelce Main Photography

THE BEST SCHOOL BOARD IN AMERICA?

See page 4

PRESIDENT'S VIEWPOINT

Let Us Not Forget...

Maybe T.S. Eliot was wrong. Maybe January—not April—is the cruelest month.

January has become, for me, a time of memories still strong and still painful, of thoughts still stinging with sadness.

I remember a cold Tuesday, January 28, a year ago. I remember Christa.

And I feel anew the sense of loss. The loss of a colleague who dared to dream, who gave the last full measure of devotion to the children she cherished and the profession she inspired.

Christa McAuliffe left us a lesson of selflessness, a lesson of love without limits. Christa boarded the Challenger to issue a challenge to students and educators across the nation. Come, she said, let us together expand the boundaries of learning. Let us together make the universe our classroom.

I think of another day in January—January 15, 1929, a date linked forever with April 4, 1968.

I remember the strengths of a man who changed the definition of strength, a man who never relented in the pursuit of a society more just and a people more loving, who never allowed adversity to dilute his commitment, who never permitted malice a moment's triumph over compassion.

I remember Martin Luther King, Jr.

Dr. King gave our country a rare and invaluable gift—a unique form of patriotism that pruned our social evils and made us a stronger, more resilient nation, a more proud and yet a more humble people.

Joe Di Dio

NEA President
Mary Hatwood Futrell

Dr. King taught us that we were violating and thereby tarnishing the most sacred principles on which America was founded. He taught us that our national greatness could not for long endure if we did not truly fulfill the ideals embodied in the Declaration of Independence and the Constitution. He taught us the meaning of fidelity to our national heritage.

How strange that history and fate should link these two remarkable human beings. And yet, how appropriate. For the Black man from Georgia and the white woman from New Hampshire shared a common calling. They were teachers who touched our nation's conscience. And each knew that you teach as much by example as by exhortation.

Each understood that the classroom must be an open vista to the larger world of imposing challenges and demanding responsibilities. Both were undaunted by risk. And both were dreamers.

Their dreams changed reality.

I have thought often about how frequently Dr. King spoke of education. And I recall in particular the speech in which he said that "education which stops with efficiency may prove the greatest menace to society." The most dangerous criminal, he added, "may be the man gifted with reason, but with no morals. We must remember that intelligence is not enough. *Intelligence plus character—that is the true goal of education.*"

Those are words that Christa McAuliffe could just as well have spoken. And they are words that deserve our attention today.

The only way to lessen the sadness of January, to ease the pain of remembrance, is to rededicate ourselves to the noble aspirations that Dr. King and Mrs. McAuliffe transformed into vibrant realities. As educators, we could hope for no finer people to emulate. They rejected narrow definitions of education, of life. They refused to separate the development of an active intellect from the development of a social conscience.

So, too, should we. □

TRENDS

A Litter Bit of Help

Family pets may be the next cure-all for juvenile delinquency—or a sure ticket into the college of your kid's choice.

Whatever the goal, adding a pooch or kitty or maybe an iguana to your household can give your children that "extra edge" over their peers in social and emotional development, says University of Vermont researcher Vanessa Malcarne.

And there's more. Practicing "playing parent" with a pet (does that include diapering?) may help the male in the house hone his nurturing skills, according to a study by M. Geraldine Page of the University of Minnesota.

Are these folks serious? Well, yes—and perhaps also correct. But before you head for the pet store, keep in mind that the research results were published by the Delta Society, an animal-loving education association devoted to studying the bonding between humans and animals.

Thorns Among the Ivy

Those who seek to cut federal aid for college students are "unthinkingly abetting an act of national suicide," according to the National Commission on the Role and Future of State Colleges and Universities.

The Commission, headed by former Secretary of Education Terrel H. Bell, charges that the U.S. is being poisoned by an insufficient commitment to "educating all its people." The underprivileged remain victims of neglect. And the result is the spiraling growth of "an American underclass."

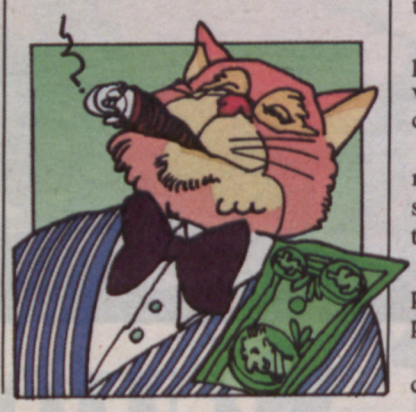
The Commission report—"To Secure the Blessings of Liberty"—notes that federal aid for students aspiring to enter college has fallen by 25 percent since President Reagan took office in 1981.

The Trickle Up Effect

The rich get richer and the poor get poorer. True? True!

Forbes Magazine's current list of the 400 richest Americans includes 26 billionaires, almost double last year's count. In all, the fab Forbes 400 are worth $159 billion—just a bit less than the national deficit.

University of Massachusetts economist David Kotz says the gap between the privileged and the deprived has been widening for many years. Today, he notes, the richest 5 percent of Americans receive more income than the poorest 40 percent, and the top *1* percent have more assets than the bottom 90 percent.



Galluping Along

The annual Gallup poll on education sponsored by *Phi Beta Kappan* magazine reads like a letter of endorsement from the American people to America's public schools. Among the survey results:

► By a 65-27 percent margin, the public opposes giving tax money to private schools.

► Only 46 percent of those polled now support school vouchers, a drop from 51 percent in 1983.

► A mere 20 percent favor relaxing teacher preparation standards in order to counter the teacher shortage.

► More than 68 percent support tougher standards for grade promotions and graduation.

► 41 percent of the American people give their local schools a grade of *A* or *B*, and the percentage of *A*'s (11) is the highest recorded since 1977.

...And Miles To Go Before We Sleep

An enormous gap between political rhetoric and practical results still plagues the education reform movement, charges Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching.

Boyer is particularly concerned about the plight of urban schools. Twenty years ago, he notes, our nation launched a crusade to improve urban education. Today, he adds, that crusade is "but a faded memory." And the threat is that our major cities will become "a kind of educational Third World."

Among the strategies Boyer advocates to avert this tragedy: public education for *prekindergarten* children, after-school workshops for at-risk children, and an optional summer term—"*not for babysitting but for schooling...available to all children, not just the privileged few.*" □

NEA Today
Jan./Feb. 1987
VOL. 5, NO. 5

NEA TODAY is mailed to all NEA members. Annual subscription price: $2.66 (included in membership dues and available only as a part of membership). Institutional subscription price: $15.00 domestic and $22.00 foreign.

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NEA TODAY (ISSN 0734-7219) is published nine times a year (September, October, November, December, January-February, March, April, May, June) by the National Education Association of the United States, 1201 16th St., N.W., Washington, DC 20036. Second class postage paid at Washington, DC, and additional mailing offices. Send address changes to NEA, 1201 16th St., N.W., Washington, DC 20036.

Telephone: 202/822-7200. Unsolicited feature stories and news items are invited, but NEA TODAY can make no advance commitment to publish any manuscript. Manuscripts accompanied by self-addressed envelopes bearing sufficient postage will be returned within four months if rejected.

Although advertising is screened, advertisement does not imply NEA endorsement of the product or the views expressed.

THE '87 OUTLOOK

What's Ahead for Education?

November's election results delivered a clear message to politicians everywhere: education belongs at the top of our nation's agenda.

Education starts the new year with a political landscape teeming with lawmakers and governors who take the needs of schools seriously—and that's no accident.

NEA members worked hard—and effectively—last fall to elect pro-education candidates. In all, 80 percent of the candidates backed by NEA-PAC, NEA's political action arm, won their contests. And so did 19 of the 29 governors endorsed by the political action committees of NEA's state affiliates.

The November elections confirmed what recent public opinion polls have dramatically demonstrated: Americans want public education restored to a top spot on the national agenda.

In a Louis Harris survey released this past fall, for instance, Americans took the federal government to task for doing too little to meet its responsibilities to children. Those polled even said they'd be willing to pay higher taxes for better schools.

And so when citizens pulled the levers in November, they voted *for* national candidates whose campaigns and track records showed support for more federal aid to education, *for* governors who promised greater state effort to fuel the fires of school reform, and *for* new initiatives at the state and local levels that would produce more adequate revenues for local school improvements.

For example, voters chose several pro-education newcomers for the U.S. Senate, including Maryland's Barbara Mikulski (D), Washington State's Brock Adams (D), North Carolina's Terry Sanford (D), and Nevada's Harry Reid (D). And they reelected 224 NEA-PAC–endorsed incumbents in the House of Representatives, such as William Ford (D-Mich.), Pat Williams (D-Mont.), Silvio Conte (R-Mass.), Jim Wright (D-Texas), and Matthew Rinaldo (R-N.J.), all with perfect or near-perfect voting records on education issues.

The November elections also propelled a new slate of pro-education lawmakers to top congressional leadership positions. These new leaders include Ted Kennedy (D-Mass.), who will now head the Senate Labor and Human Resources Committee, and Joseph Biden (D-Del.), who will chair the Judiciary Committee. With their help, Congress will aim toward refocusing attention on the people side of government.

At the state level, voters chose to continue in office governors with educational vision: people like Richard Celeste of Ohio, James Blanchard of Michigan, and Michael Dukakis of Massachusetts. And voters picked some new faces to lead their states into a new era: people like Ned McWherter of Tennessee, who succeeds merit pay advocate Lamar Alexander, and Roy Romer of Colorado.

Thanks to the November election results, few states and local school districts will face 1987 with arbitrary and inflexible new revenue limitations.

In Colorado, for instance, voters backed the Colorado Education Association's campaign to stop Constitutional Amendment 4. This measure, if passed, would have required biennial voter approval before any proposed state or local tax increase could be implemented. The amendment, educators pointed out, would have made it impossible to increase revenues for education in a timely and effective fashion.

In Arizona, voters passed Proposition 101, an important initiative that will free the state legislature to fund negotiated salary increases and reverse education budget limitations in effect since a 1980 Proposition 13-like taxpayer revolt.

Public education fared well in other similar ballot issues considered by the country's voters. In Florida, Idaho, Kansas, Montana, and South Dakota, state lotteries were authorized as a revenue-producing alternative to personal and property tax-based education funding.

California voters defeated a proposal to limit salaries of public employees, including teachers, and approved an $800 million bond issue for school construction and renovation.

NEA members were active in these and other campaigns nationwide.

► In Minnesota, Association members addressed 214 races in all—every state senate and representative seat, as well as each of the six statewide executive offices—and had 87 percent of their endorsed candidates elected. MEA also proudly reports electing a record number of Association members to the state legislature—three senators and 11 representatives.

► In Colorado, an intensive grassroots campaign effort peaked with a week of activities sloganed "No on 4." At meetings in every school building in the state, local Association leaders generated close to 100,000 postcards by asking members to address them to 10 of their friends and relatives.

► In Arizona, Association affiliates and a coalition of other concerned organizations ran a successful campaign against Proposition 101 that included television, radio, print media, direct mail, and plenty of footwork on the part of AEA members.

► In Georgia, Association members turned out in force to replace first-term Sen. Mack Mattingly (who registered a zero on NEA's education report card) with Rep. Wyche Fowler.

► And in South Dakota, Association members turned on the heat to put Rep. Tom Daschle over the top in his race for the U.S. Senate over incumbent James Abdnor, who had also chalked up a zero on key education voting issues.

These races—and many others like them—served to help make it clear to the nation's political leaders that the best politics in the United States today just may well be supporting education.

—Karen Comiskey Jenkins

Elections '86: A Sampling of Success

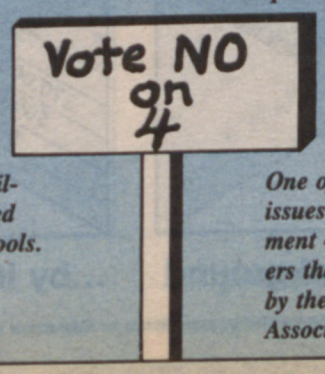
Of the 339 NEA-PAC–backed candidates for the House and Senate, 269 were elected.

One promising shift in Senate committee leadership takes place in the Labor and Human Resources Committee, where Massachusetts Sen. Ted Kennedy takes over from Utah Sen. Orrin Hatch, who earned a zero on NEA's most recent legislative report card.

According to a USA Today *poll, a strong majority of new governors rank education reform as their state's number one issue.*

Ohio Gov. Richard Celeste got a strong mandate from voters to continue his drive to improve the state's schools.

For the most part, the nation's voters chose not to hamstring state and local government financing abilities, preferring instead to give governments the flexibility they need to pump needed new monies into public schools.



One of the worst state ballot issues, Colorado's Amendment 4, was rejected by voters thanks to an all-out effort by the Colorado Education Association.

News Beat

● Teacher evaluations, properly done, "can lead to improved performance, personal growth, and professional esteem." So concludes a new report backed by NEA and three associations representing elementary and secondary principals and school administrators.

Education Secretary William Bennett doesn't like the report since it fails to link evaluations with his favorite cure-all—merit pay. But NEA Assistant Executive Director Gary Watts says Bennett missed the major point. "Merit pay," says Watts, "is not the be-all and end-all of teacher evaluation programs. Any manager understands evaluations' value in staff development and in elimination of incompetent employees."

● Secretary Bennett wants to end federally subsidized interest on college loans and peg loan repayments to each student's income after graduation. Tom Wolanin, staff director of the House Subcommittee on Postsecondary Education, says Bennett's idea has been tried before without success. "I don't think it's any favor to students," he adds.

● The National Council of Teachers of English (NCTE) went on record recently in strong opposition to the new California law that makes English the state's official language.

Such laws, the NCTE states, "will not only stunt the vitality of the language, but also ensure its erosion and in effect create hostility toward English."

● According to a new Education Department survey, the average U.S. public school teacher worked slightly over 50 hours a week in the 1984-85 school year—half that time in the classroom. Male teachers (32 percent of the total) earned an average of $2,400 a year more than their female counterparts. Roughly 16 percent of the nation's 2 million teachers worked a second job during the school year.

WELL PUT!

"Children view 15,000 to 16,000 hours of television compared to 13,000 hours spent in school. Children are too often quicker at channel-switching than anything else. We are training generations of experts in 'Wheel of Fortune' and 'Miami Vice.'"

—Deputy U.S. Treasury Secretary Richard G. Darman

IMPROVING EDUCATION...

WHAT MAKES A GOOD

Take a look at the best school boards in America today, and you'll find board members with questions to ask, not answers to impose.

On Massachusetts, they call school boards "school committees." In Cambridge, NEA members call themselves lucky.

"We've now got the kind of board that relies on cooperation, not confrontation, to get the job done," says Susan Noonan Forster, president of the 1,080-member Cambridge Teachers Association.

It wasn't always that way. CTA members still cringe when they recall the 1980-81 school year. The school committee in power that year refused to take CTA members' rights seriously and forced the local Association to file a record 705 grievances. In one dispute, CTA members even had to take the school committee to federal court.

But in 1982 two CTA-backed candidates—Fred Fantini and Jane Sullivan—were elected to the seven-member Cambridge school committee, and the turnaround was under way.

In the years since then, CTA has helped elect five additional pro-education candidates and created a school committee that represents the ethnic and economic diversity of its community far better than does the typical local board of education (*see cover photo*).

The Cambridge school district serves an anomalous community across the river from Boston. Its public schools enroll students who range from the children of Harvard faculty to the children of recent refugees from some 64 different countries.

Spell•Man Photography

Sara Garcia, a member of the Cambridge, Mass., school committee, was elected with strong NEA member support. Local Associations across the country are working hard to elect more women and minority school board candidates.

What makes the Cambridge board successful?

"Our emphasis is on sorting out the education issues that matter from the ones that don't," notes third-term school committee member Fantini. "We concentrate on issues like salaries and class size."

Cambridge school committee members focus their efforts on a rational review of policy issues. They resist the temptation to get bogged down in personalities—or the quick-fix school reform proposals trumpeted by ambitious state and national politicians.

They're also quick to acknowledge that they don't know all the answers. They regularly seek feedback and ideas from the community they serve.

On any controversial issue, the Cambridge school committee will cast its net wide for input. Before making policy for students or teachers with AIDS, for instance, the committee recently held open hearings that encouraged medical professionals, human and civil rights representatives, and members of the gay community to speak out.

Cambridge school committee members would be the first to admit that their school district has a way to go. While staff salaries are among the highest in the state, class sizes are still too large.

Yet many observers wouldn't hesitate to label the Cambridge school committee one of the nation's best.

The Cambridge school committee is just one of many school boards throughout the country that are setting education policy in a way that supports teachers and other school staff. Sometimes it only takes the election of one new member to turn the tenor of an entire board around.

In the Missouri district of Pattonville, reforms big and small have become commonplace ever since the election of Procter & Gamble sales representative Jerry Harris and five of the six other Association-backed school board candidates. Harris quickly put a stop to negativism on the board, refusing to allow administrators to belittle school staff.

The new approach has helped board members function as a much more effective team with teachers. Last winter, for example, the board and school staff successfully rallied the community behind a $6 million bond issue to fund a much-needed auditorium.

Similar school board–Association cooperation saved the day recently in Westport, Conn. A local tax revolt group had proposed cutting $1.3 million out of the $22 million school budget, which would have ended the Westport district's standing as tops in the state on per-pupil expenditure.

But the five-member school board joined forces with parents and the Westport Education Association and formed a Taxpayers for Quality Education group. Working together, the school board and Association helped defeat the budget-cutting referendum by a 2-to-1 margin.

In Arizona, NEA members in the Paradise Valley Education Association have seen a big turnaround in school board attitudes over the past eight years. The current school board is seriously exploring methods to provide teachers with significant opportunities for decision-making, involving teachers more fully in district committees of parents and administrators.

The new board's openness didn't just happen. Association members—both certified and support personnel—spent several years petitioning, walking districts, ringing doorbells, and staffing polls to help elect a pro-education board majority.

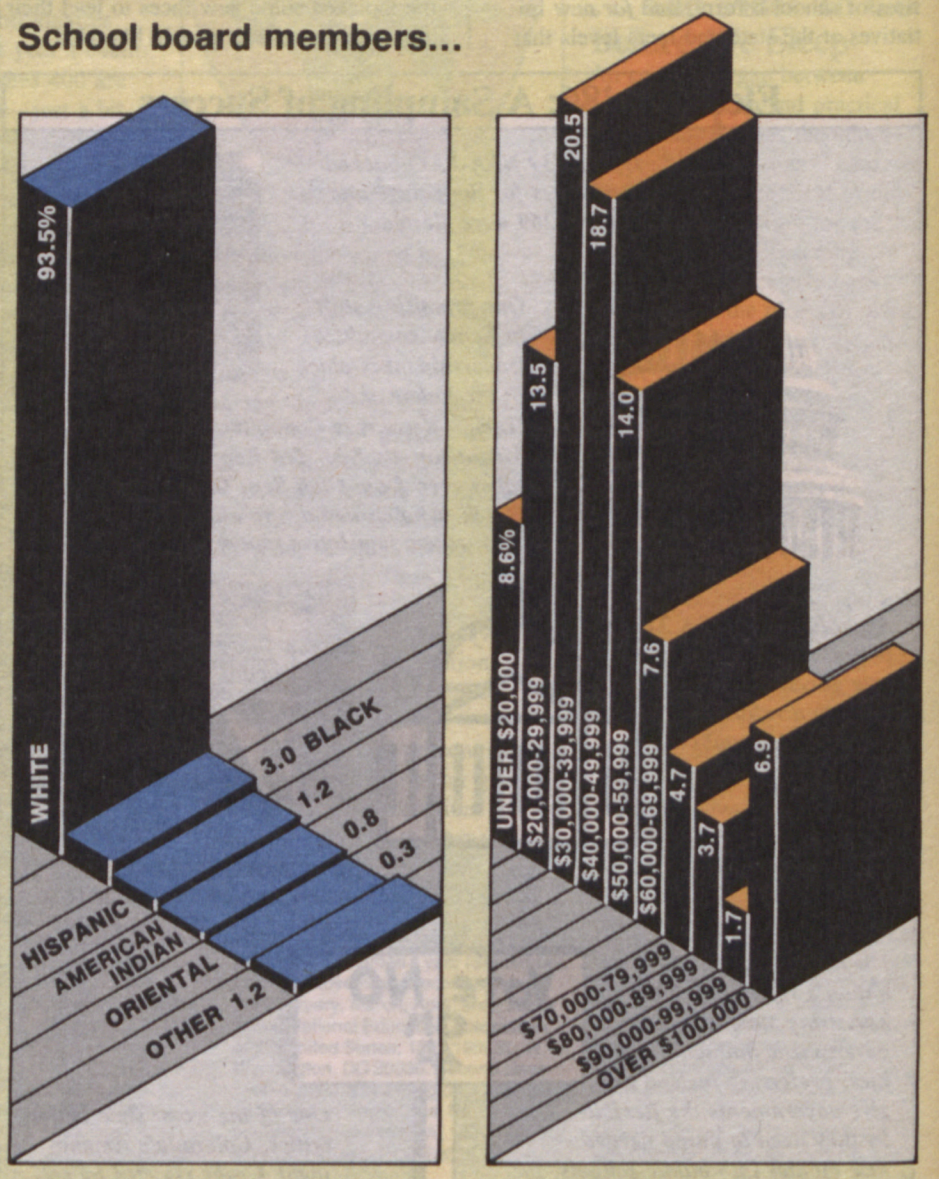
In many similar communities all around the nation, level-headed board members elected with significant NEA member support are displaying the attitudes and approaches that make for effective school boards.

These board members work hard to help their communities set goals for education. And that work, says a just-released landmark report from the Wash-

WHO SERVES ON TODAY'S

Still mostly upper-income white

School board members...



...by ethnic background **...by income**

Sources: American School Board Journal 1985 survey; Institute for Educational Leadership

...AT THE LOCAL LEVEL

SCHOOL BOARD GREAT?

ington, D.C.–based Institute for Educational Leadership (IEL), is one major key to school board effectiveness.

The Institute's new report, *School Boards: Strengthening Grassroots Leadership*, identifies 15 practices that are common to effective school boards (*see list at right*). High on the list: the willingness to take on the tough issues—and ignore the trivial.

What can a school board do to start becoming more effective? The IEL report offers a host of tips for board members willing to make a fresh start. Among them:

► At a minimum, schedule quarterly policy meetings where the community has an opportunity to participate.

► List those aspects of the education program which should be reviewed on a regular basis and develop a calendar that allows sufficient time to consider each.

Tom Stacy

Paradise Valley (Ariz.) board members elected with Association support talk with teacher and ESP leaders. From left: realtor Vicki Canen, attorney Tom Horne, ESP President Connie Wittig, PVEA President Lee Stockman.

Many school boards are seriously considering recommendations like those offered by IEL. Other boards, unfortunately, are still mired in the past. Horror stories about school board misconduct and intransigence remain commonplace.

In Rhode Island, for instance, an unemployed attorney named Bob Healey rode a clever campaign slogan—"A strange man for a strange job"—into the chairmanship of the Warren school committee, then made "taking back" staff contract gains of years past one of his top priorities.

Healey's antics took a bizarre turn a year ago in April when he donned a sandwich board with the message "Why Pay More?" and marched through downtown streets handing out flyers listing the salary of each Warren teacher. That stunt earned Healey an unfair labor practice charge but failed to cool his take-back ardor. The school committee's bargaining hard line eventually forced a 14-day strike. (Healey has since left the board, and the Association has won a much improved contract.)

A comparable battle is still raging in East Bonneville, Idaho, where school board members refer to themselves as the "court of last resort"—their rationale for declining school employee requests for binding arbitration. Last spring, the community enacted a new tax levy, with part of the new monies supposed to fund $137,000 in teacher bonuses. That money has yet to be spent, and teacher salaries have been frozen.

Turning around school boards like East Bonneville's isn't easy. But change can come. NEA members in Cambridge and other cities and towns across the nation have shown that local Associations can effectively mobilize their communities for school board renewal.

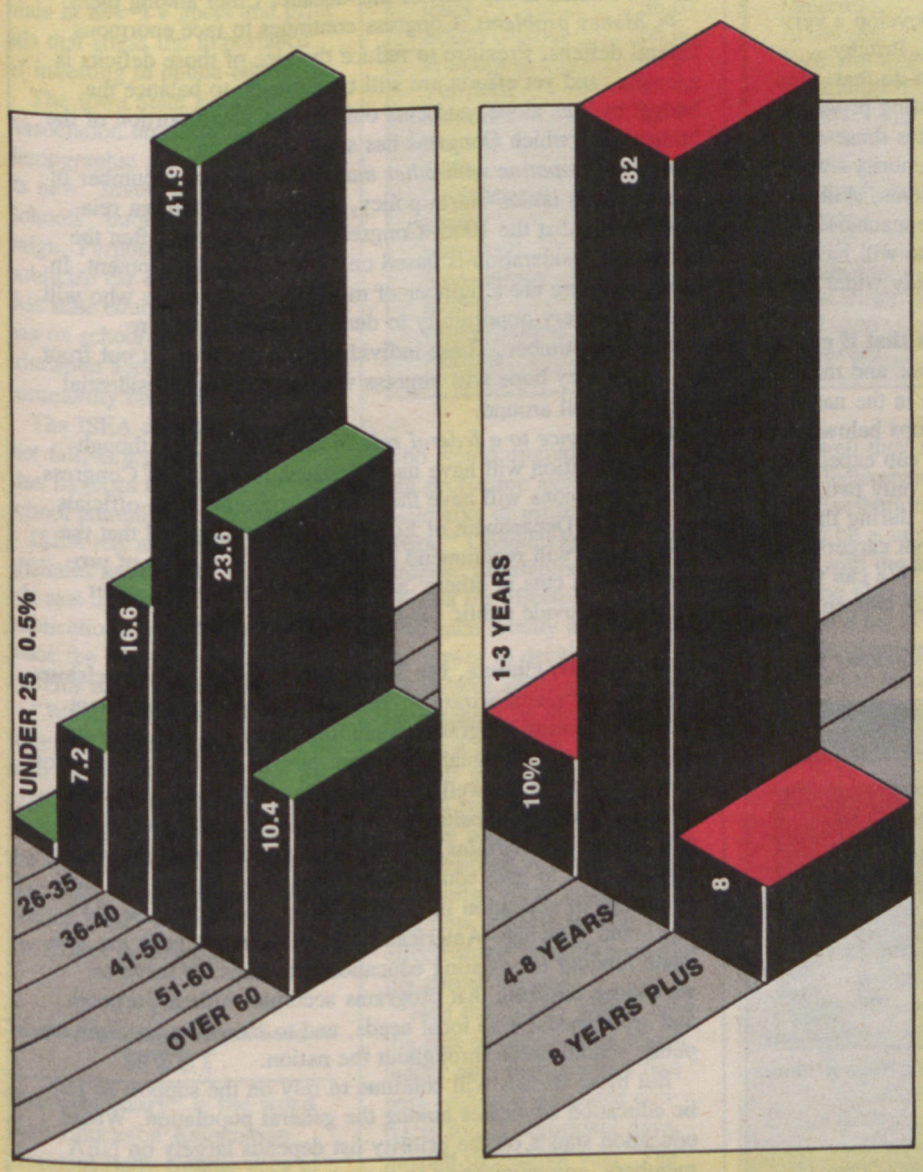
These mobilizations have elected school boards willing to listen to what teachers, other school staff, and parents have to say.

What makes a school board effective? In the final analysis, what may make a school board effective is an effective local Association.

—Vicky Lytle

SCHOOL BOARDS?

males in their forties and fifties



...by age

...by experience

Average tenure on school board

Spell●Man Photography

Fred Fantini sits on the Cambridge, Mass., school committee. Fantini and his colleagues (see cover photo) may or may not make up the best school board in America. But they've broadened community involvement in their school district's decision-making, and that makes them number one in the eyes of many Cambridge residents and school staffers.

HOW GOOD IS YOUR SCHOOL BOARD?

Is your school board doing all it can—and should—to help improve education in your district?

The Institute for Educational Leadership in its new report, *School Boards: Strengthening Grassroots Leadership*, offers a checklist any community can use to evaluate its school board's effectiveness.

An effective school board, the Institute study contends, is one that—

► Devotes most of its time and energy to education and educational outcomes.

► Believes that advocacy for all students is its primary responsibility.

► Concentrates on goals and uses strategic planning to reach them.

► Works to ensure adequacy of resources and equity in their distribution.

► Uses the strengths of diversity represented on the school board and in the community to obtain the enunciated goals for the system, and fosters both assertiveness and cooperation.

► Deals with controversy openly.

► Exercises continuing oversight of education programs, acquiring the background and knowledge to ask the right questions.

► Works out the division of responsibilities with the superintendent.

► Determines the mission and agenda of board committees, if they are used, and makes sure they coordinate with board policy and oversight functions.

► Invests in its own development.

► Establishes procedures for selecting and evaluating the superintendent and for evaluating itself.

► Collaborates with other school boards to influence state policy-making and funding.

► Understands the role of the media and develops procedures for media contacts that do not manipulate media attention for personal gain. □

HUMAN RIGHTS

The Final Hurdles

Last month, NEA Today *reported that ethnic minority teachers are becoming an endangered species. If current trends continue, we noted, by the year 2000 more than 95 percent of the nation's public school teaching force will be white—even as student bodies approach 33 percent minority.*

Reasons for the shortage of minority teachers are found at every point along the education pipeline. High school dropout rates for minorities are higher than dropout rates for whites. Fewer minorities are going to college, and fewer are choosing teaching as a career.

Entrance and certification tests are among the final obstacles minorities interested in teaching must face before becoming teachers.

"Where competency testing is occurring, disproportionate numbers of minority candidates are being excluded from the teaching profession," reports G. Pritchy Smith, a University of North Florida education professor and leading authority on the minority teacher shortage.

More than 40 states have passed legislation requiring prospective teachers to pass tests to enter teacher education programs and to be certified to practice their profession. The impact on the minority teaching force has been devastating:

► Last March, more than 3,400 students took the Pre-Professional Skills Test to enter teacher training in Texas. Some 68 percent of whites passed all three sections (reading, writing, and math), compared to 26 percent of Hispanics and 16 percent of Blacks.

► In Louisiana, certification testing was implemented in 1978. Between 1978 and 1982, only 15 percent of all Black candidates became teachers—an average of 40 a year. That's far short of the 580 new Black teachers needed each year to maintain staff racial balance.

► In 1985 in New York State, more than 80 percent of whites passed a three-part teacher certification test, while less than 60 percent of Blacks and less than 50 percent of Hispanics passed.

Reasons for these disparities are complex—and often disputed. Many testing experts and educators believe entrance and certification tests are racially and culturally biased. NEA affiliates in Georgia, Alabama, and Arkansas have lawsuits pending against what they believe are discriminatory tests.

Joe Di Dio

Not enough minority students are becoming teachers, says Sarah Flores.

Others say the public educations some minorities receive don't adequately prepare them for the tests.

"The challenge of improving minority test scores cannot be met without vast improvements in the education such students get in college and earlier," contends NEA President Mary Hatwood Futrell. "Minority teacher candidates can and will pass tests at rates equal to any other group, provided we set clear and demanding goals and then help all potential teachers reach them."

NEA leaders, education experts, and researchers believe these actions will help reverse the minority teacher shortage:

► *Strengthen the K-12 educations of minority students, and reduce the dropout rate.* "Somehow we failed some of these kids in elementary and high school to the point that they haven't been given the opportunity to learn what they need to know in college," explains NEA Minority Affairs Committee co-chair Sarah Flores, a first grade teacher in Killeen, Texas.

► *Encourage minority students to go to college, and help them overcome financial barriers.* Federal aid to college students, corrected for inflation, has decreased over the last five years, causing a loss of aid to 159,000 students. Beyond pushing to restore federal financial aid, says President Futrell, "we also need to look to innovative ways to finance college educations, including plans that would have college graduates teach four years in public schools in return for payment of their tuition."

► *Increase the attractiveness of a teaching career.* "As you improve teaching conditions—and by that I mean increasing autonomy, status, and money—you obviously will attract more people to the profession, both minority and majority," suggests Joan Baratz-Snowden, director of education and policy research and services for the Educational Testing Service.

► *Strengthen teacher preparation programs.* "Teacher education programs must be rigorous, must produce teachers with the necessary skills and knowledge, and must prepare them for what actually goes on in the classroom," says Futrell.

► *Push for equitable and appropriately used tests.* "We are obligated to develop a very fair test," says G. Pritchy Smith. "If we can do that, then we can have a testing program that truly eliminates those—both white and minority—who don't have the talents, skills, and abilities to be teachers. At that point, the gate will have opened considerably wider."

Smith predicts that if current trends continue and minority representation in the nation's teaching force drops below 5 percent, students can expect at best to encounter only two minority teachers during their entire public school careers. Stresses Futrell, "We can't—and won't—let that happen."

—Stefanie Weiss

MISSING CHILDREN

The children pictured here have disappeared from their homes. They've been reported to NEA by the National Center for Missing and Exploited Children, a nonprofit organization funded through the U.S. Department of Justice.

If you think you've seen any of these youngsters in your school or elsewhere, please contact the Center immediately at **800/843-5678.**

Francillon Pierre
Born: 10/1/82
Last seen: 8/2/86 in North Las Vegas, Nevada.
3'6", 35 lbs., brown eyes, black hair.

Shannon M. Sherrill
Born: 8/12/80
Last seen: 10/5/86 in Thorntown, Ind.
3', 30 lbs., blue eyes, brown hair, 4" scar across abdomen, extremely shy.

Jacqueline Regina Lomax
Born: 6/12/76
Last seen: 5/16/86 in Washington, D.C.
4'3", 70 lbs., brown hair, brown eyes, large mole on left front thigh, burn mark on stomach.

WASHINGTON WATCH

Staking Out the Middle Ground

Politicians, pollsters, and political pundits were quick to read all sorts of messages into this past November's election results. Party officials and others with an interest in federal policy have tried to chalk up the results as a mandate for one end of the political spectrum or the other.

But it appears that most successful candidates for federal office are more from the political center than from either extreme. Politicians today tend to play a type of musical chairs in which when the music stops, they land in an open chair in the political middle.

The generally moderate leanings of those who won in November bode well for public schools. Friends of education fared well, with 80 percent of NEA-PAC's endorsed candidates emerging victorious. Not only were 233 NEA-PAC-backed incumbents successful, but the efforts of Association members contributed to significant victories for 10 challengers in hard-fought races, as well as 26 candidates for "open" seats with no incumbent running.

However, these friends of education will face a number of obstacles in their efforts to restore education services to the levels that existed at the start of this decade. Chief among them:

► *Money problems.* Congress continues to face enormous federal deficits. Pressure to reduce the size of those deficits is growing, and yet efforts are still being made to balance the budget by cuts alone, and cuts only in that small portion of the budget over which Congress has some discretion.

► *Preoccupation with other matters.* There are a number of other serious issues—farm policy, trade policy, foreign relations, etc.—that the 100th Congress must face, and often the order of consideration is based on the crisis of the moment. In addition, there are a number of members of Congress who will be taking every opportunity to demonstrate that they're Presidential timber. These individuals will seek to get out front on issues they hope will impress voters when the Presidential primaries roll around.

► *Resistance to a federal role in education.* Even though public education will have its champions in the 100th Congress, those champions will have their foils, beginning with officials of the U.S. Department of Education. It's anticipated that the Department will recommend elimination of a number of programs, huge cuts in others, and a voucher scheme or other means to provide public funds to nonpublic schools.

Within this climate, the 100th Congress will face decisions concerning "reauthorization" of many of the most important federal education programs, including Chapter 1, Chapter 2, impact aid, and bilingual education. Newly elected advocates of public education, as well as longstanding advocates who will move to leadership positions, are not likely to propose many new education programs, but the reauthorizations will provide opportunities to give education issues a fair hearing.

Friends of education in Congress are expected to use the new—and growing—American political center to push for adequate funding for existing education programs, to serve as watchdogs ensuring that programs accomplish their purposes and are responsive to local needs, and to focus the spotlight on public school needs throughout the nation.

But these friends will continue to rely on the support of public education advocates among the general population. Where education stands on the priority list depends largely on NEA members' communicating to their members of Congress the fundamental role education plays in furthering our economic, social, and national security.

—Michael Pons

State Side

NORTHEAST

The Massachusetts Teachers Association lauds the defeat of Question 2, an amendment to the state constitution that would have removed the present prohibition against the use of public funds to aid or maintain private or parochial schools.

Voters confirmed by 70 percent their 1974 decision to retain public funds for public schools. Had Question 2 passed, any nonpublic school that did not discriminate on "the basis of race, color, or national origin, religious belief, sex, or physical handicap" would have had access to public money, materials, or services.

Rejoices MTA President Nancy Finkelstein, "Massachusetts voters have clearly voiced their support for the 85 percent of our students who attend public schools."

MIDWEST

Retirees, farmers, businessmen, career women—Iowa citizens who frequently have no direct contact with the public schools—are offering testimonials in new TV spots and print ads that stress the importance of investing in public education.

The Iowa State Education Association targeted the four demographic groups as part of its new "Invest in Iowa Schools" public relations campaign. Purpose: to define and publicize the economic impact that state education spending has on school districts, area education agencies, and community colleges.

The ISEA campaign, started last fall, is a group effort that also includes the state PTA and school administrator groups.

ISEA has asked its local affiliates to reproduce the print ads and use them in local publications or as flyers, and to place the TV spots with cable systems to increase exposure.

"We believe this coordinated state and local campaign, along with our lobbying efforts at the capitol, will help increase the funding level for education in the state," says ISEA President Ken Tilp, "and will bring about needed salary improvements for school employees."

WEST

"Revolutionary" is the word Utah Education Association president Betty Condie uses to describe UEA's proposed Effective Schools Incentive Plan.

"It will give teachers the discretion and autonomy that all who would upgrade the teaching profession agree are the hallmarks of professional work," Condie explains. "We propose to establish a set of criteria for effective schools, give each faculty and principal the power to decide how to meet those criteria, evaluate each school on the extent to which it succeeds, and reward its staff accordingly.

"To pay for the program," Condie adds, "the legislature can combine into one $54-million-dollar block grant funds that now support several school effectiveness programs—including career ladders."

Half the money would fund the part of the existing career ladder plan that teachers like best—optional extended contracts for 12 additional days beyond the school year. The other half would go first to local school districts (on the basis of enrollment) and then to individual schools according to how well they met the criteria for effectiveness. Precisely how this distribution would be made would be a subject for negotiations with the local Association.

"The plan pits each school against a set of criteria," Condie observes. "It doesn't pit teacher against teacher or school against school."

SOUTHEAST

The last week in January, the Tennessee Education Association and the National Aeronautics and Space Administration will join in sponsoring Tennessee Space Week, promoting space education in schools and in the mass media.

For participating "classrooms in space," the project will supply in-service seminars before the Week begins; lesson plans for grades K-12 in subjects from English and math to physical education; a NASA traveling exhibit and two NASA aerospace education specialists for assembly programs; and a "space shuttle throw" contest for students in grades 5 through 10. Prizes for the paper-airplane-type "shuttles" that travel farthest and with the greatest accuracy will be Space Camp scholarships and field trips to the Space and Rocket Center (both in Huntsville, Ala.).

Participating radio and television "space stations," newspapers, and billboards also will carry information about the universe, NASA, and Tennessee Space Week.

PACIFIC

The spotlight will be on education as the Washington State legislature convenes in January and takes up Gov. Booth Gardner's new school reform package. The governor is calling for a substantial increase in education funding plus a number of new programs supported by the Washington Education Association.

Gardner proposes raising taxes to boost state funds for education by almost 10 percent—$332 million more for K-12 public schools and $190 million more for higher education over the next two years.

The governor is also asking the legislature to strengthen early childhood education, dropout prevention, parental and community involvement, and staff development programs, and to reduce elementary class size—a key reform for WEA members, whose average class sizes are the fifth biggest in the nation.

Teacher salaries would rise under the governor's proposal, and local Associations would gain the right to bargain salaries above a state-mandated minimum—a major breakthrough since, for the past six years, negotiations have been severely restricted by a prohibition against bargaining salaries above amounts allowed by the legislature.

"The governor's proposal is basically sound," reports WEA President Terry Bergeson. "And while there are parts of the package we don't agree with, we look forward to working with the governor and the legislature to improve it."

MID-ATLANTIC

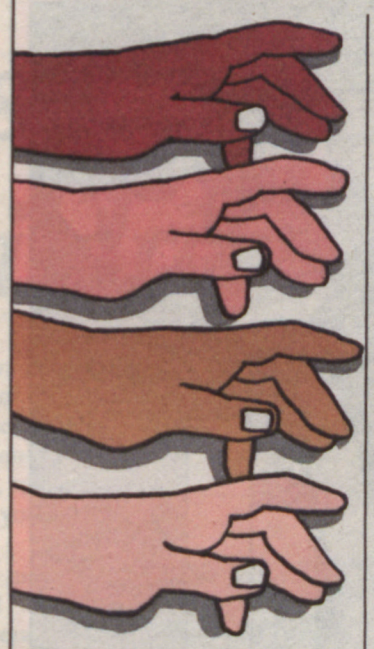
The Virginia Education Association recently launched a new public relations campaign aimed—for the first time—at the general public rather than the parents of school-age children. Recent figures show that some 72 percent of Virginians don't have children in school.

The campaign's theme—"The Learning Revolution"—capitalizes on the state's key role in the American Revolution. The twofold message: Virginia today can be every bit the leader it was in the 18th century, and the decision makers of the 21st century are today's students, so it's important that schools be the best they can be.

VEA is transmitting its new message via TV and radio spots and magazine ads, as well as a small brochure designed for businesses to include in their bill mailings. The emphasis is on Virginia's days of glory, with slick photos of Williamsburg, Mount Vernon, and Monticello and inspirational quotes, closing with the simple reminder, "It's up to us," meaning everyone. □

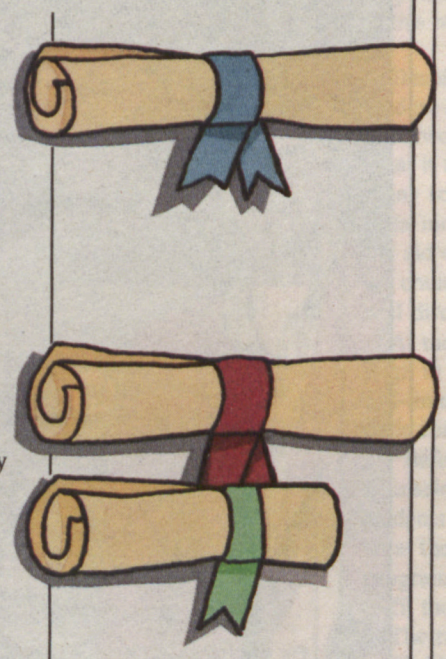
HIGH SCHOOL COMPLETION RATES

Fewer Than Three in Four Graduate



It's difficult to compare student dropout rates accurately because of variations in the methods of reporting student attrition. In some school districts, the "dropout" count may include students who have graduated early, had long hospitalizations, or died.

But graduation rates can serve as a proxy for dropout rates. The 1984 statistics below—the latest available from the U.S. Department of Education—were calculated by dividing the number of public high school graduates by the public school ninth grade enrollment four years earlier. They've been corrected for one variable, interstate population migration. □



High School Graduation Rates (adjusted for migrant and unclassified students)

Minnesota	89.3%	Missouri	76.2	New Mexico	71.0
Nebraska	86.3	Wyoming	76.0	**U.S. Average**	**70.9**
North Dakota	86.3	Idaho	75.8	Tennessee	70.5
Iowa	86.0	Colorado	75.4	North Carolina	69.3
South Dakota	85.5	Arkansas	75.2	Rhode Island	68.7
Wisconsin	84.5	New Hampshire	75.2	Kentucky	68.4
Vermont	83.1	Washington	75.1	Nevada	66.5
Montana	82.1	Alaska	74.7	Arizona	64.6
Kansas	81.7	Virginia	74.7	Texas	64.6
Ohio	80.0	Illinois	74.5	South Carolina	64.5
Connecticut	79.1	Massachusetts	74.3	California	63.2
Utah	78.7	Oregon	73.9	Georgia	63.1
Maryland	77.8	Hawaii	73.2	Mississippi	62.4
New Jersey	77.7	Oklahoma	73.1	Florida	62.2
Maine	77.2	West Virginia	73.1	New York	62.2
Pennsylvania	77.2	Michigan	72.2	Alabama	62.1
Indiana	77.0	Delaware	71.1	Louisiana	56.7

Local Look

COLORADO

Ten elementary teachers in Jefferson County are on leave this year, staffing teacher preparation programs at nearby universities and serving as "support teachers" to 20 probationary colleagues.

The probationary teachers, known as interns, are certificated and may have some teaching experience but do not yet have tenure. They teach full-time in JeffCo elementary schools while working toward master's degrees in education.

They're all part of a pilot program called PACT (Professional Alternatives Consortium for Teachers), negotiated by the Jefferson County Education Association and the district in a memorandum of understanding signed last year.

"In the agreement, we made sure the support teachers would remain district employees and lose no contractual rights," JCEA president Paul Schmidt explains, "and wouldn't be involved in summative evaluations—that is, those used in make-or-break career decisions about the interns. The interns are covered by the JCEA contract except for salary, insurance, and retirement."

The two participating universities selected the interns and awarded them grants equal to the district's beginning teachers' salary plus tuition for their master's programs. The universities are covering their health insurance premiums as well.

"Everyone gains from PACT," Schmidt says. "The support teachers will have had an alternative professional experience for the year, and the probationary teachers will have master's degrees and a year's experience that counts toward tenure—plus the benefit of having worked closely with experienced mentors. The district will end up with 20 superbly prepared teachers."

OHIO

The 1,750-member Dayton Education Association (DEA) has won a $2,000 NEA-IPD Urban Grant Award to develop a program that would make school attendance the basis for student participation in extracurricular activities.

A two-year DEA study found that students who attend school regularly have no trouble achieving a 2.0 grade average.

The proposed program would not be fully in place until four years from now, when it would be phased in starting with seventh graders. Those students and all who follow them would be required to attend classes at least 85 percent of the time and achieve a 2.0 average in order to participate in any extracurricular activities the next marking period. (Current rules permit students to participate as long as they pass three courses.)

For those few students who might meet the attendance requirements and still have trouble maintaining the necessary average, a "study table" program—in which teachers tutor students—is already in place. The district also has a daily homework hotline show on cable TV.

DEA hopes to have the attendance rule—but not the grade point average requirement—in place for all students by next September.

"We're now planting the seeds for all students to achieve a 2.0 average," explains President Jeffrey Mims. "We think the program will make a big difference to the 20 percent of our students whose averages now fall below 2.0."

WISCONSIN

In a show of unity and strength, the West Allis-West Milwaukee Education Association has turned aside a number of school board actions that threatened to hurt the district's education program.

"During the 1985-86 school year," notes Association President Lloyd Hauge, "we defeated board efforts to take away agreements already bargained in our contract, helped elect two new pro-education candidates to the board, and gained community support."

Last year the nine-member board sought to eliminate 18 items that were already in the Association's contract—including language on class size. "We fought back," Hauge says, "showing up at board meetings en masse and keeping teachers and the community informed of board actions."

Then the 560-member local began organizing politically to influence the April 1986 school board election. Association members instituted a letter-writing campaign, passed out leaflets, and went door to door. Result: voters replaced one incumbent and filled one open seat with pro-education board members in an election that drew more than twice the normal turnout.

Meanwhile the local was successfully bargaining a new two-year contract that retains the 18 items the board sought to eliminate.

"We wouldn't have gotten anywhere on the contract if it hadn't been for the ties we built through our public relations efforts," Hauge adds. "We helped parents see what the board's proposals could do to their kids' education."

CALIFORNIA

The nearly year-long struggle was difficult. Any one of its varied elements could have been the basis of an Association melodrama: protracted negotiations with mediation and fact finding, unfair labor practice charges, 22 days on strike, public demonstrations . . . even five days of camping out and holding classes in a tent city on the administration building's lawn.

In the end, two Bay Area Associations emerged stronger, more unified—and victorious.

The Amador Valley Teachers Association and the Amador Valley Secondary Educators Association represent 400 teachers in the two school districts (elementary and secondary). The districts have separate boards, but a joint administration—including a superintendent hired, at least in part, to bring the two unions to their knees.

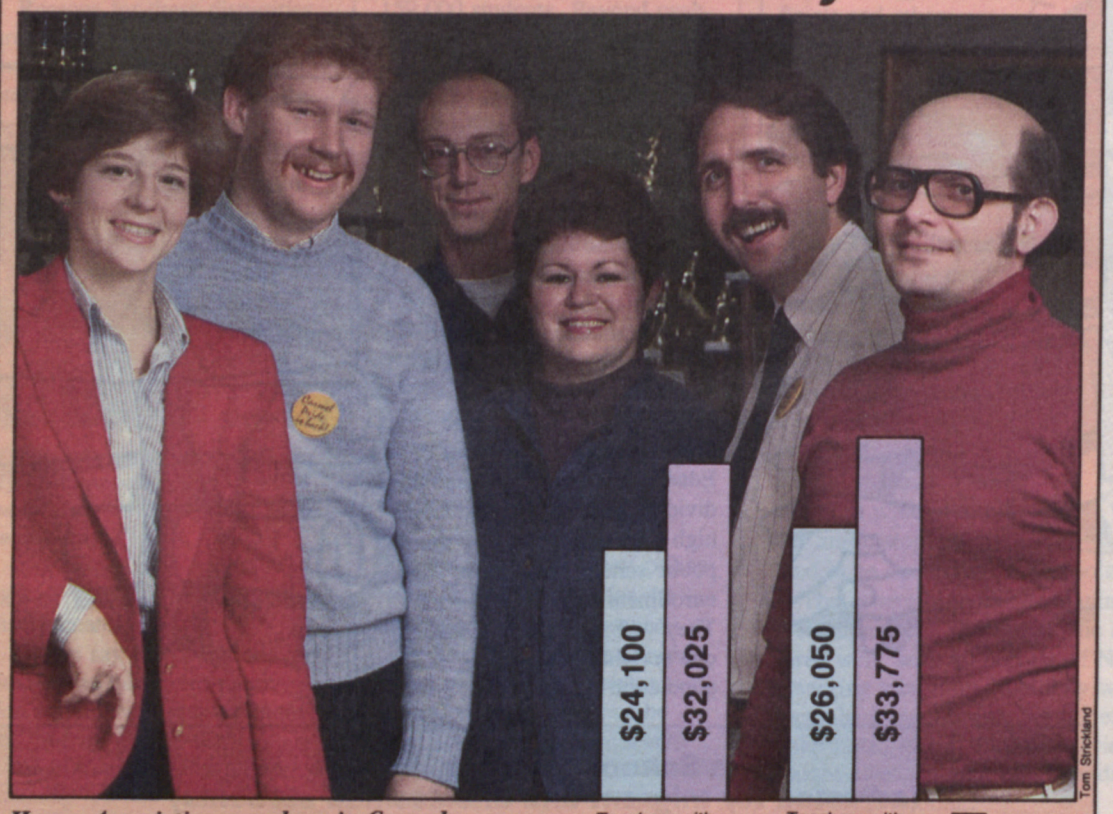
"The real issue in this struggle was that the administration and boards wanted to gut our contracts and go back to the 1950s," reports AVTA President Christine Bourg. "We were determined to maintain the rights and protections we'd won in past contracts."

In mid-November, the two Associations—negotiating on their separate contracts—won agreements that maintain all their protections and provide for substantial salary increases.

Their joint struggle was a unifying force, and AVTA and AVSEA are talking seriously about merging their two Associations. "We know we still have more work in front of us," says Bourg. "But we're stronger because we're so much more united." □

HOOSIER TOWN BITES THE BULLET

Tax Hike Puts Teacher Pay on Par



Happy Association members in Carmel: (from left) Karen Taff, Roger Wachtel, Bob Yull, Cheryl Baker, Mark Shoup, Dennis Dijak.

Carmel was the almost-perfect school district (called a school corporation in Indiana), serving a wealthy, well-educated, highly competitive, pro-education suburb north of Indianapolis. Some 80 percent of its graduates go on to college.

What Carmel lacked—until this school year—was adequate pay for its 450 teachers.

A 1973 state law had frozen the property tax levy, and salaries had been depressed ever since. Carmel was gradually losing teachers to better-paying districts.

No more. In November 1985, following an intensive campaign, Carmel citizens voted to tax their property at a higher rate and turn 75 percent of the new money into higher teacher salaries.

"We were surprised at how well the voters accepted our proposal," says Carmel-Clay Education Association President Bruce Thompson. "Members of the Carmel community showed that they're willing to pay to keep their good teachers."

This fall Carmel teachers received salary hikes far beyond what they'd expected—with veteran teachers getting up to 36 percent.

Thompson says the raises really boosted teacher morale. "There's little talk of leaving Carmel now. In fact, one teacher left three years ago to work in a district where he earned $4,000 more. After the referendum was approved, he came back to teach here."

A *Chicago Tribune* story quoted Carmel elementary teacher Carol Weghorst: "I've been a teacher for 13 years and this is the first time I feel I'm on a scale with other people my age. Teachers are staying later and working harder. They feel better about themselves. I feel like somebody out there is saying what I'm doing is important." □

GUIDING LIGHTS

Counselors For the Defense... Of Children

Louis Favorite

In the worst of times, counselors become very visible members of the school family. A drug overdose, a teen suicide, an abused child: it's counselors who get called on to explain, to comfort, and to repair the spirit of youth crushed by tragedy.

But crisis counseling, though the most visible, is only one part of a school counselor's job. Most of the time counselors are there to *prepare* and *prevent*. Ideally, they prepare students to make the right college choice or the right career decision, to accept responsibility for their actions, to believe in themselves. And they prevent young people from being caught up in self-doubt, despair, and destruction.

In reality, however, today's school counselors are finding they can't do all the prevention and preparation they'd like to.

Why? Begin with the numbers. There are 65,000 school counselors serving the nation's 40 million public school students. A typical secondary school counselor has responsibility for several hundred students—the college bound, the dropout risks, the poor, the wealthy, the foreign born, the drug abusers, the anorexic, the suicidal.

Likewise, at the middle/junior high and elementary school levels, you find counselors (if indeed you *do* find them at all) responsible for hundreds of children and adolescents, some of them struggling with emotional and physical hurt which if left unaddressed may lead to serious problems later on.

Dan Loftin

"There are so many perceptions about a counselor's roles and responsibilities. We need to define our duties more precisely, by grade level."

—Canary Hogan, school counselor, Nashville, Tenn.

"We have it all backwards," says Ginger Little (*pictured above*), a counselor at John Stewart Middle School in Douglasville, Ga., west of Atlanta. "We should have comprehensive K-12 guidance and counseling programs. The roots of many problems reach deep into students' early years, but we wait until it's almost too late to help them. We shouldn't expect a high school student who's never had any kind of guidance or counseling in the early years to suddenly confide in a counselor."

Though Little has counseling responsibility for some 800 students, at least her school system staffs each elementary and middle school with one or more counselors. That's not true for the rest of her state. Only 20 percent of Georgia's elementary schools have counselors; only about 60 percent of its middle schools do. Nationally, a majority of elementary and middle/junior high schools operate without any school-based counselor at all.

At least as frustrating to school counselors as their scarcity is the way some of them are perceived by school administrators.

"I think we're considered a dumping ground," notes Sante Fe (Texas) Intermediate School counselor Sarah Nutt, who provides counseling services to 650 students. "I'm frustrated that I can't get into the 'meat' of counseling. I want to keep direct contact with the kids."

K-12 counselor Leona Fluker of Callisburg, Texas, who's responsible for 760 students, reports, "I find myself doing lots of things. In the smaller districts, there aren't enough specialists, and there are always things that are more pressing to the administrator than personal counseling."

Canary Hogan, a school counselor at Ewing Park Middle School in Nashville, Tenn., adds, "There are so many perceptions about a counselor's roles and responsibilities. We need to define our duties more precisely, by grade level."

Despite the problems of high student-to-counselor ratios, mountains of paperwork, and misplaced perceptions of what it is that counselors should do, many school districts are making the right moves by letting counselors, with the aid of teachers and the community, set counseling and guidance goals that will directly benefit all students.

At the 2,060-student Millard North High in Omaha, Nebr., the team of six full-time counselors operates a school-wide career counseling program.

"Before we did anything," explains counselor Vincent Lenz, "we surveyed students, faculty, and parents to see what they expected of the counseling program. Then we designed a program to fit those needs."

The result: a career resource center staffed by an aide every day, direct links between counselors and teams of teachers each advising a group of students, and special evening seminars where parents can discuss their children's career choices.

In Tacoma, Wash., a districtwide team of counselors—in cooperation with the local treatment and prevention center—leads the fight against child abuse with a program that's become a model for other districts to emulate.

Tacoma's program works because counselors have the support of teachers, administrators, and the community and have committed themselves to ending the tragedy of abuse.

This commitment, this caring, often go on behind the scenes, unnoticed by all except the student who's been guided through some personal crisis, advised of a job opportunity, or helped in choosing a college by his or her counselor. Sometimes months, even years later, that student writes or visits—and makes a counselor's day.

To Tennessee's Canary Hogan, "A simple note of thanks, a visit to just say 'hi' means so much. It lets us know we've done our jobs."

—Bill Fischer

New Reports Urge Counseling Reforms

Their profession's been largely ignored so far by the education reform movement, but school counselors are hoping two new studies will change that.

The National College Counseling Project—a three-year effort sponsored by the National Association of College Admissions Counselors—and a second report commissioned by the College Board arrive at many of the same conclusions. Their sharpest criticisms are aimed at counseling programs that fail to reach students who need counseling services the most—those from low-income families.

But both reports are quick to add that extremely high student-to-counselor ratios and the lack of clearly defined counseling goals mean, in the words of the College Board Report, "too few counselors are trying to do too much for too many."

In general, both studies back these recommendations:

► Counselors for every elementary and middle/junior high school

► A districtwide guidance and counseling plan devised by counselors, teachers, administrators, parents, and students

► Special efforts to alert low-income students to higher education and career opportunities

► An emphasis on the counselor as coordinator of the school guidance plan and promoter of student potential.

American School Counselor Association President Patricia Ferris, an elementary guidance counselor in Missouri for 20 years, agrees with the basic thrust of both reports.

"We're aware that some of our counseling programs have problems," explains Ferris, "but we're saying, 'OK, let's work together to solve them.' We're especially heartened to hear others agree with us on the need for preventive programs and early intervention at the elementary and middle school levels, as well as for clarification of the counselor's role."

Ferris emphasizes one more factor the two reports didn't specifically address: the close interrelationship between teachers and counselors.

"We need to share our ideas, work closely with one another," she says. "Teachers know instructional methods; we counselors know child development and behavior change. If we build a sharing relationship, we can really help each other, and most of all our students."

Make Their Week

February 2-6, 1987, has been set aside as National School Counseling Week. Counselors all across the country will be working to raise public and professional awareness about the important role they play in the education process, under the banner theme *School Counselors—A Vital Link to Educational Excellence*.

The American School Counselor Association (ASCA) has developed a special public relations kit to help local groups prepare for the week. The kit costs $7 and can be obtained from ASCA, 5999 Stevenson Ave., Alexandria, VA 22304. □

RESCUING STUDENTS...

"All I Needed Was ONE GOOD REASON To Stay in School..."

The first "Operation Rescue" grants, to 10 local Associations across the country, are helping NEA members reduce the dropout rate by doing what they do best—reaching out to students, letting them know someone cares.

"I didn't know who I was. I felt alienated. I was kicked out of my home. I was a difficult kid. I didn't think much of myself. I hadn't had many successes, and I thought I was stupid."

These are the poignant memories of Woodland (Calif.) Education Association vice-president Sandi Redenbach, school dropout turned teacher. She left high school in 1957—her junior year—and turned to a series of low-pay, low-esteem jobs. At age 26, she'd had enough—and returned to work on the high school diploma that had eluded her 10 years earlier.

Now Redenbach helps kids who feel the way she once did herself—kids who are turned off by schedules, homework, grades, subjects, and a system that seems to pass them by. She heads a dropout prevention program, funded by NEA's Operation Rescue, that aims to help K-12 students build enough self-esteem to keep them from joining the growing ranks of high school dropouts.

"I was a school troublemaker," recalls Redenbach, an English teacher at Woodland High School. "Nobody reached out to me; nobody gave a damn. As a teacher, I want to let students know that there are people here who can help."

The program she designed for her Sacramento Valley community trains teachers to recognize and encourage feelings of self-worth in individual students. She believes that reaching out to love and support kids will help them build faith in themselves.

The other initial winners of Operation Rescue grants are brimming with stories like Redenbach's—stories of hope and caring, of teachers extending a steadying hand to students on the brink of making one of the most significant choices in their lives.

Operation Rescue was created at the 1985 NEA Representative Assembly, when over 8,000 elected delegates voted unanimously to earmark one dues dollar per member nationwide for teacher-initiated efforts to reduce the dropout rate. The National Foundation for the Improvement of Education (NFIE)—a tax-exempt foundation established by NEA in 1969—administers the new program.

The goal of Operation Rescue is to tap teacher creativity to help stem the growing tide of high school dropouts. One out of every four eighth graders nationwide never makes it to high school graduation. (Graduation rates, state by state, appear on page 7 of this issue.)

The first eight grants, which range up to $50,000, were awarded this past September to exemplary local Association dropout projects in seven states. Two more grants were announced in November (see box on page 11 for information on applying for future grants).

In Michigan, the Ann Arbor Education Association has seized the opportunity Operation Rescue affords to expand art teacher Carol Tice's highly successful Teaching-Learning Communities (T-LC) program. Since 1971, Tice has been matching elderly community residents with elementary students who need extra tutoring in their studies.

Now she's applied the same principles to students at the intermediate and high school level who are dropout risks. Her $26,000 Operation Rescue grant pays for administration of the program, as well as materials for a "Mentor Center" at Scarlett Intermediate School, where Tice teaches.

Senior citizen mentors are recruited to exchange interests and skills with—and provide a role model for—students who are otherwise completely turned off by the school environment.

The students and their mentors often enter into informal projects that may or may not be directly related to classroom work. This way, the kids find it easier to broach the issues that concern them, whether home- or school-related. Mentors have a chance to relay positive feelings about education to their charges.

Why the elderly? "Older people feel the status of being wanted and needed," Tice says. "They turn this into a positive experience for the kids, as an adult they can count on, much like a grandparent.

"And the presence of the elderly in the schools has a positive effect on everyone—even teachers and students not involved in the program. It's like a jewel with many facets, everyone reflecting light and energy off each other."

There's a waiting list of senior citizens interested in mentoring, and students are requesting help faster than the program coordinator can keep up.

DuBois Patton, a retired educator who devotes two hours a week to his ninth grade student, is hard put to explain the magic. "We talk about different things," he says. "Sometimes I help him with his studies. He gets some kind of boost from it. And I get a good feeling from helping him make it."

Tice's favorite story is about the young girl who showed up one day in the Mentor Center's doorway. The eighth grader had been in and out of school for weeks, but heard about the program through a younger sister.

"Is this the room that helps you stay in school?" she asked. For her, and many others, it now is.

High school senior Chrissy Deiner epitomizes what Boise's Booth School means for pregnant teens and teen mothers—a chance to make it. Daughter Meagan is 10 months old.

Andrew Rafkind

A different kind of potential dropout gets another chance in Boise, Idaho, thanks to the efforts of the Boise Education Association, a small staff of teachers at the Booth Memorial School for pregnant teens, and $30,000 in Operation Rescue funds.

An outgrowth of a Salvation Army home for unwed mothers founded in 1921, Booth School meets the academic needs of junior and senior high girls who are likely to drop out of their regular public schools as soon as their pregnancies become apparent.

Nationally, 25 percent of girls dropping out of school cite pregnancy as the reason. While the overall dropout rate in Idaho is low—24.2 percent compared to the national average of 30 percent—the state's teen pregnancy rate is the third highest in the country according to 1983 figures, the most recent available.

Booth's three full-time and two part-time teachers plan coursework to fit the academic level of each of the 30 or so students present at one time (80 over the course of a year). Every subject is offered—English, math, social studies, science, physical education, home economics, vocational training, word processing, and more—with the exception of science lab, which may be taken in summer school at Boise High.

Booth is, in fact, an extension of the Boise Public Schools, although girls from across the state are accepted into the program if they can't find a similar service in their hometowns. A combination of state and local funds keeps the school open. The facilities are owned and maintained by the Salvation Army.

Students typically bloom at Booth, where the average class size is six and individualized attention is the norm. According to Head Teacher Marian Pritchett, colleagues claim "miraculous changes" in performance and attitude upon the students' return to regular school.

Adds Pritchett, who is the project director for the Operation Rescue grant, "Kids feel a new sense of urgency here—they trust the teachers more, and they get to know success. Many who were borderline students before become *B* students here."

But it's much more than academics

...BEFORE THEY DROP OUT

that helps these 7th through 12th graders make it through a difficult time in their young lives. The Booth teaching staff teams with the Salvation Army staff to provide physical and emotional support—in an atmosphere of complete caring—before, while, and after the students give birth.

Some girls make the transition to Booth easily, finding adherence to the program and rules as natural as following a high school class schedule. More often than not, however, there are special circumstances—medical, financial, logistical, social—that call for individualized and sometimes very creative responses by the teachers.

The Operation Rescue grant has provided funds for spreading the word about this already successful dropout program, extending Pritchett's outreach capabilities. She gathers students through word of mouth, speaking engagements, telephone inquiries, and now, advertisements on McDonald's placemats and in other places visible to the teen community. Grant funds have also allowed planning of a counseling program for teen fathers.

To work at Booth, you need to be a "fisher of people," Pritchett laughs. "If I can get the kids here and talk to them, I know I can hook them."

And part of the hook is the new computer equipment purchased with another portion of the grant. It allows English teacher Alan Pritchett (Marian's husband) to individualize computer-based reading and writing.

The Pritchetts' presence serves double duty—besides teaching more than 10 subjects between them, they provide a traditional family role model, demonstrating a positive husband-wife relationship.

The Booth Home can house about half of the current student enrollment. Girls choose to board when their home situations are less than ideal, due to stress created by their pregnancies or other family problems. Although closely affiliated with the school, this portion of the program is run by the Salvation Army.

The facilities look much like a college dormitory, with two students to a bedroom and a common living area. Around a hallway corner, though, a daycare program is offered (with shared duties and low fees) to mothers who return to Booth for classes or need infant care while they attend regular high school.

There is also a living area set aside for moms and babies who find Booth the most viable alternative to an unstable or nonsupportive family life while they finish high school. In one bedroom, posters of rock stars share space with a crib and other baby accoutrements.

Each resident and day student is required to perform daily chores, ranging from cleaning her bedroom to washing cafeteria dishes. A job well done earns points towards purchasing clothing and personal items donated by community members. This is a welcome opportunity for teenagers whose personal income rarely tops $60 a month.

But these are not kids down on their luck, struggling alone with medical, social, and economic problems. They've found a haven that offers them course work they need, a social atmosphere with their peers, and skills to carry them through their lives successfully.

"The girls here are so understanding," says one student. "They are right where you are—or have been."

Another chimes in, "The teachers here are more understanding too. They take the outside pressure off, and it's easier to concentrate. They really care."

"A teenager who elects to keep her baby and drop out of school has already made 94 percent of her life's choices," Pritchett points out. "She has embarked on a downward spiral into welfare and poverty.

"We do a lot of balloon-puncturing of unrealistic views of life, marriage, money," she adds. "We try to replace dreams of meeting Prince Charming with positive goals and realistic options."

Booth's academic options include a high school diploma, return to regular school, or a GED; all encompass some work experience. The program is also designed to give the young women a better-than-average chance at success no matter what social route they choose—marriage, single motherhood, or release of their babies for adoption. The teachers aim to build self-esteem along with academic credit—and they succeed.

"When a girl gets pregnant, kids in the regular school always put her down," says Chrissy Deiner, a new mother who has lived at Booth on and off for a year. "It's hard being with your family.

"If I couldn't come here, I probably would have dropped out this semester. Here they give you hope. Booth shows you you're okay."

Despite Booth's successes, "this has been a bare-bones school," Marian Pritchett adds. "The NEA grant has lent credibility and prestige to what could have been a dying program."

—Karen Comiskey Jenkins

Dropout Prevention, By the Numbers

NEA's National Foundation for the Improvement of Education (NFIE) recently published a handbook that distills the best ideas from effective dropout prevention efforts across the country, gathered at a series of four "information exchanges" last year.

At the heart of the 44-page *Blueprint for Success* are seven guiding principles for developing strategies to deal with the dropout crisis at the local level. Individual copies are $3.50, plus $.75 for postage and handling, and may be ordered from Operation Rescue, NFIE, 1201 16th St., N.W., Washington, DC 20036.

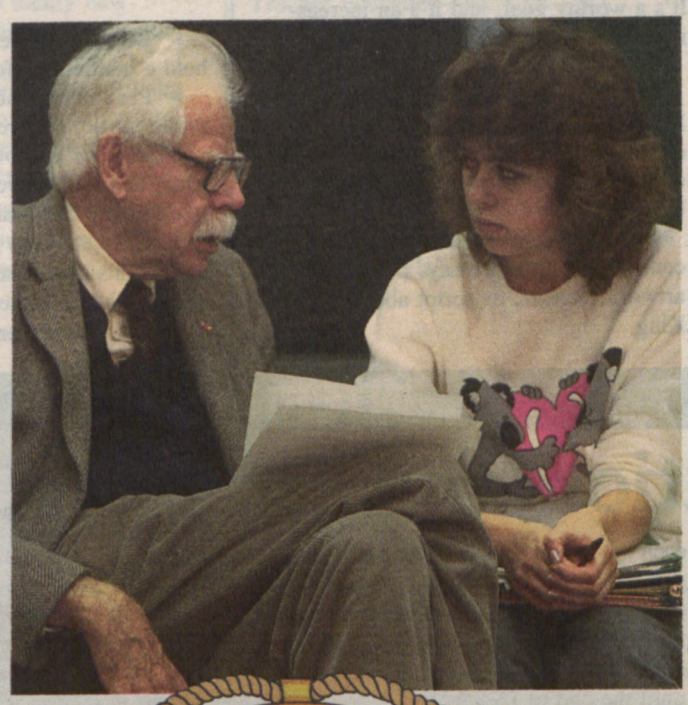
Final grant applications for the 1987-88 school year are due by May 1, 1987. Proposal guidelines and information about application requirements can be requested from NFIE.

In addition to the California, Michigan, and Idaho grants featured in this story, Operation Rescue grants have been awarded to NEA local affiliates in Cambridge, Mass.; La Crosse, Wisc.; Los Angeles, Calif; Glendale, Ariz.; Gainesville, Ga.; Bardstown, Ky.; and San Antonio, Texas.

—K.C.J.

Andrew Rafkind

Right: Boise's Marian Pritchett reaches out to the community, speaking out for the rights of pregnant teens.



John Stormzand

Far right: Ann Arbor retired professor Joe Firebaugh draws on English literature to help ninth grader Donna Virgo.

Andrew Rafkind

Above: Ann Arbor mentor DuBois Patton teams up well with Ernest Burkeen.

Right: Providing students like Robmika Austin with a positive school environment is Carol Tice's goal.

John Stormzand

Above: A teen pregnancy won't be the end of Marcy Nelson's school days—the education she receives at Booth School will help her realize her dreams of college.

IN THE CLASSROOM

Living the Dream

From coast to coast, schools are helping students grasp the significance of the nation's newest federal holiday—the birthday of the Rev. Martin Luther King, Jr.

The civil rights leader was born Jan. 15, 1929. His birthday will be officially observed this year on Monday, Jan. 19.

But for many schools, Martin Luther King's birthday was a special day long before creation of the federal holiday. These include the 35 schools across America that are named after Dr. King; together they've formed the Martin Luther King, Jr., Family of Schools Network.

One of the Network's popular projects last year saluted Dr. King as a "Weaver of Dreams." Participating schools each contributed three fabric squares to be stitched together into a large quilt and presented to Dr. King's widow, Coretta Scott King.

At the Martin Luther King, Jr., Middle School in Beltsville, Md., for example, social studies teacher Deborah Hanka selected eight students to create the three squares. They used applique techniques to depict a world of racial harmony for students and adults. One square showed a yellow school bus filled with children of all races; another showed people of different races holding hands in a circle; the third showed a blue and green globe with Black and white hands clasped above it.

The most important lesson, according to Do Hee Kim, an Asian student who was one of the stitchers: "Dr. King's dream was for the world—and people in the world should not think of each other as a particular race, but just as people."

Adds principal Bette Lewis, "By observing Dr. King's dream, we will move closer to achieving multicultural understanding. This is not sentimentality. It's a worthy goal, and it's an increasingly necessary goal in today's world."

The Martin Luther King, Jr. Federal Holiday Commission recommends that schools capitalize on the learning opportunities offered by Dr. King's birthday:

► Hold a schoolwide or classroom contest for the best essay, poem, artwork, banner, or script about Dr. King.

► Discuss different cultures—then hold a multiethnic food-tasting party.

► Plan an assembly including appropriate music, oral readings, or films.

► Discuss the roles played by federal, state, and local governments in working to eliminate discrimination.

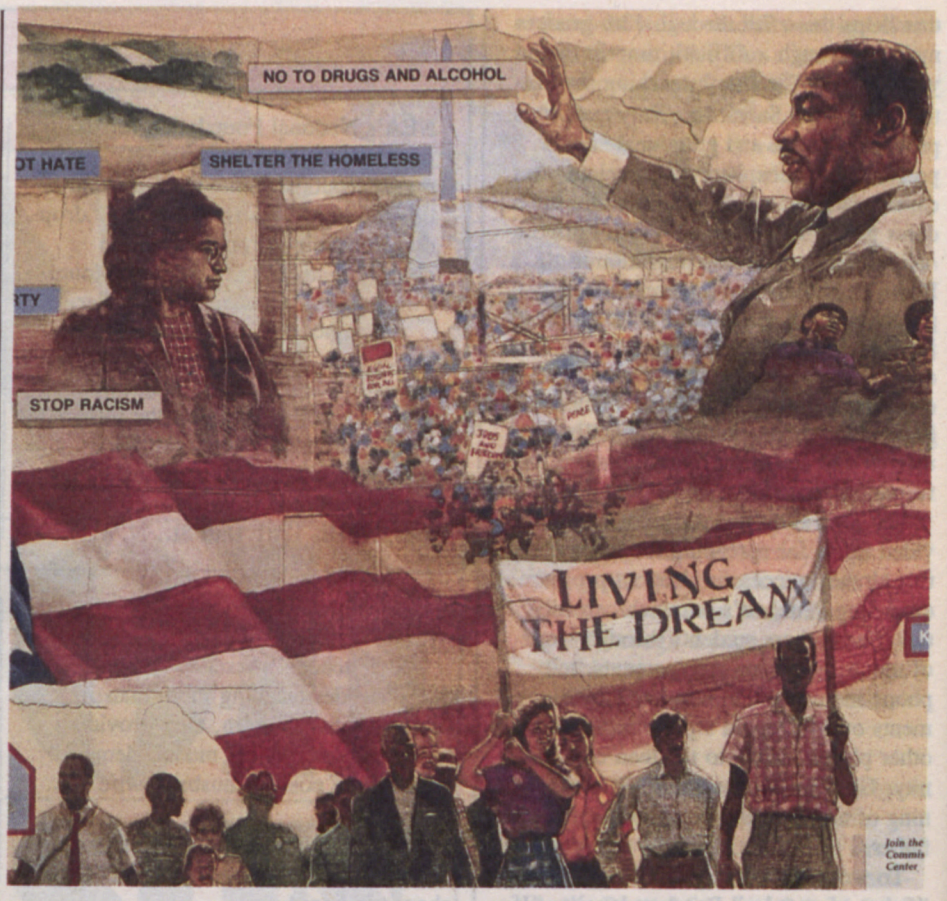
► Have students research various civil rights groups and discuss their objectives and strategies.

► Arrange student panels on the meaning and significance of one of Dr. King's speeches, such as the 1963 "I Have a Dream" speech.

► Ask students to review and discuss the media's treatment of Asians, Hispanics, Blacks, Native Americans, other ethnic minorities, and women.

► Invite parents and members of community groups to share their experiences in the struggle for human rights.

—Jeanita Smith



Brighten Your Bulletin Board

The photo at right illustrates just a portion of a new "Commemorative Freedom Trail Poster/Map" highlighting events in Dr. King's life. The full-color, 18" x 28", two-sided poster is available for $3 (discounts for quantity) from the Martin Luther King, Jr. Federal Holiday Commission, Rm. 5182, 451 Seventh St., S.W., Washington, DC 20410 (202/755-1005).

INTERNATIONAL

Students Petition for Forum on Controversial Issues

After Dr. Helen Caldicott, founder of Physicians for Social Responsibility, spoke on nuclear war at a private high school in Massachusetts last May, students felt they needed more information.

"How can I have an opinion?" asked one. "I don't know anything."

To get the facts they needed to form opinions intelligently, Milton Academy students decided to call for a nationally televised forum on nuclear arms—and, in subsequent years, on other issues. The idea spread rapidly to students in some 50 other Massachusetts high schools—public, private, and parochial—and the National Forum was born.

The student group envisions the Forum as a two-hour program that features leading scientific experts and elected officials—including, in the first Forum, President Reagan—presenting their positions and answering students' questions.

To persuade television networks to produce the Forum (so far, two have shown interest) and national figures to take part, the group is seeking the signatures of as many as possible of the nation's 15.6 million high school students on petitions calling for the Forum to take place. Signers pledge to watch the National Forum and join the local discussions that follow.

The principal, student council president, and student newspaper editor at each of the nation's 20,000 public and private high schools have received a petition and an explanatory letter asking for help with the signature drive. Students will be signing the petition/pledge until the end of January.

Endorsed by the NEA Executive Committee, the Forum is also backed by the Executive Committee of the National Association of Student Councils and by Educators for Social Responsibility. The National Association of Secondary School Principals provided mailing labels for the nation's high schools.

Individual teachers can support the Forum in several ways—for example, by encouraging their principal, student leaders, and colleagues in their own and other schools to get active in the petition drive, and by telling the local press about the project.

For more information on the petition drive or the Forum, write National Forum, Milton Academy, 170 Centre St., Milton, MA 02186 or phone 617/698-7800 and ask for the National Forum office. Dale DeLetis is the faculty coordinator.

—Jane Power

A Dozen Related Classroom Activities

► Ask students to research positions on nuclear arms—deterrence, freeze, use of conventional forces, bilateral disarmament, strategic defense initiative—and then to present a "forum" or a five-minute speech in class.

► Assign students a report on the function of such mechanisms as petitions, write-in campaigns, and referendums in our governmental system.

► Assign a report on the origin of large national movements like women's suffrage, Prohibition, or the antiwar movement of the late 1960s.

► Hold a class discussion on how students effect change in the high school and on whether student voices can be heard at the national level.

► Ask students to research potential speakers who represent diverse viewpoints on the nuclear arms issue.

► On a classroom or all-school bulletin board, show the spectrum of opinion on the nuclear arms issue (from Ban the Bomb at one end to Nuke the Russians at the other). Use quotations or newspaper clippings to express these positions and others in between.

► Every morning for a week have students give a short reading at assembly or over the public address system on some related topic—perhaps a Pentagon statement on nuclear winter, statistics on the size and number of Soviet and U.S. missile systems, an account of Hiroshima, an analysis on neutron bombs.

► List three or four viewpoints on the nuclear arms question and ask students to poll their schoolmates and their parents on which viewpoint they most agree with. Then compare students' and parents' opinions.

► Ask science students to research a variety of sources to determine the validity of the "nuclear winter" theory. What are the latest theories about what the earth would be like after a nuclear war?

► Ask English or history students to research what great writers (for example, Thoreau) have said about youth participation or about the role of the private citizen in movements of their day.

► Have students in English and social studies classes ask local religious leaders for their church's or synagogue's positions on nuclear issues and on war and peace.

► Ask students to write their U.S. senators and representative and ask them what their positions are on nuclear arms.

YOUR NEA

THE STATE OF THE ASSOCIATION

We've Never Been Stronger—Or More United

This year, 1987, marks our Association's 130th anniversary. It was back in 1857 that a few dozen men and women created what was to become the National Education Association. How fares that organization founded so many years ago?* NEA Today *put this question recently to NEA President Mary Hatwood Futrell and NEA Executive Director Don Cameron. Here's what they had to say.

Futrell: I'm proud to say that our Association can claim over 1.8 million members. We've never been stronger.

Cameron: And over the past few years, we've had to be strong—because we've been tested as never before. The last four years will go down in history as an unprecedented era of education reform. Some reform proposals have been valuable. Others made no educational sense—and we said so.

In fact, over the past four years, NEA consistently stood firm for what was right in education, not what was politically expedient. And during these last few years, our membership has actually grown—by nearly 175,000.

Futrell: Our Association now represents men and women in every sector of American education, all the way from college students studying to become teachers to men and women retiring after lifetimes of service to public education.

Over 50,000 retired school employees have joined our new retiree program, NEA-R, since 1984. Our education support personnel membership, meanwhile, now stands at well over 100,000. And at the postsecondary level, NEA currently represents more higher education faculty than any other organization.

Cameron: This broad membership base gives us a powerful voice in education. A united voice, too. Cooperation among the three different levels of our Association—local, state, and national—has never been greater. This cooperation pays off in the efficient delivery of programs that serve all our members.

NEA, for instance, now offers a state-of-the-art computer databank for budget and contract analysis. Local and state NEA affiliates find the data in this system invaluable to their bargaining and lobbying efforts.

Cooperation among the national, state, and local levels of our Association also lets us embark on the broad and bold initiatives the times demand.

No initiative now under way is more significant than our new compensation campaign. Its aim: to make education salaries truly competitive with the salaries of comparable professions by doubling education salaries between now and the early 1990s. We can reach this goal—if we take some totally new approaches to bargaining and education funding.

We'll be working with state affiliates to pilot test new approaches to improving compensation. These efforts are still in the very early stages.

Futrell: The compensation initiative is just one of the NEA projects working to break new ground in education. There are many others.

Operation Rescue, our offensive against the dropout problem, is now in its first full year of operation. We will soon have distributed $700,000 in grants to local Associations for locally designed projects that aim to keep students in school—and learning.

The NEA Mastery in Learning Project is equally ambitious. This project is giving faculties at over two dozen pilot schools the financial and research support they need to restructure curriculum in ways that free teachers to teach and students to learn.

Cameron: NEA is also working to raise the standards for entry into the teaching profession. Our Association is one of the three groups that originally founded the National Council for Accreditation of Teacher Education—NCATE—and we've just helped strengthen NCATE's ability to make sure teacher training programs are rigorous and up to date.

At the national level, we're working to create a national standards board for the teaching profession. Delegates to the last NEA Representative Assembly endorsed the national board concept, and now, through NEA participation on the planning panel for this board, we're helping to make that concept take concrete shape.

Futrell: At the state level, we're working to establish state-level standards boards with teacher majorities. With these boards in place, we'll be able to ensure that states apply meaningful quality standards for entry into the profession.

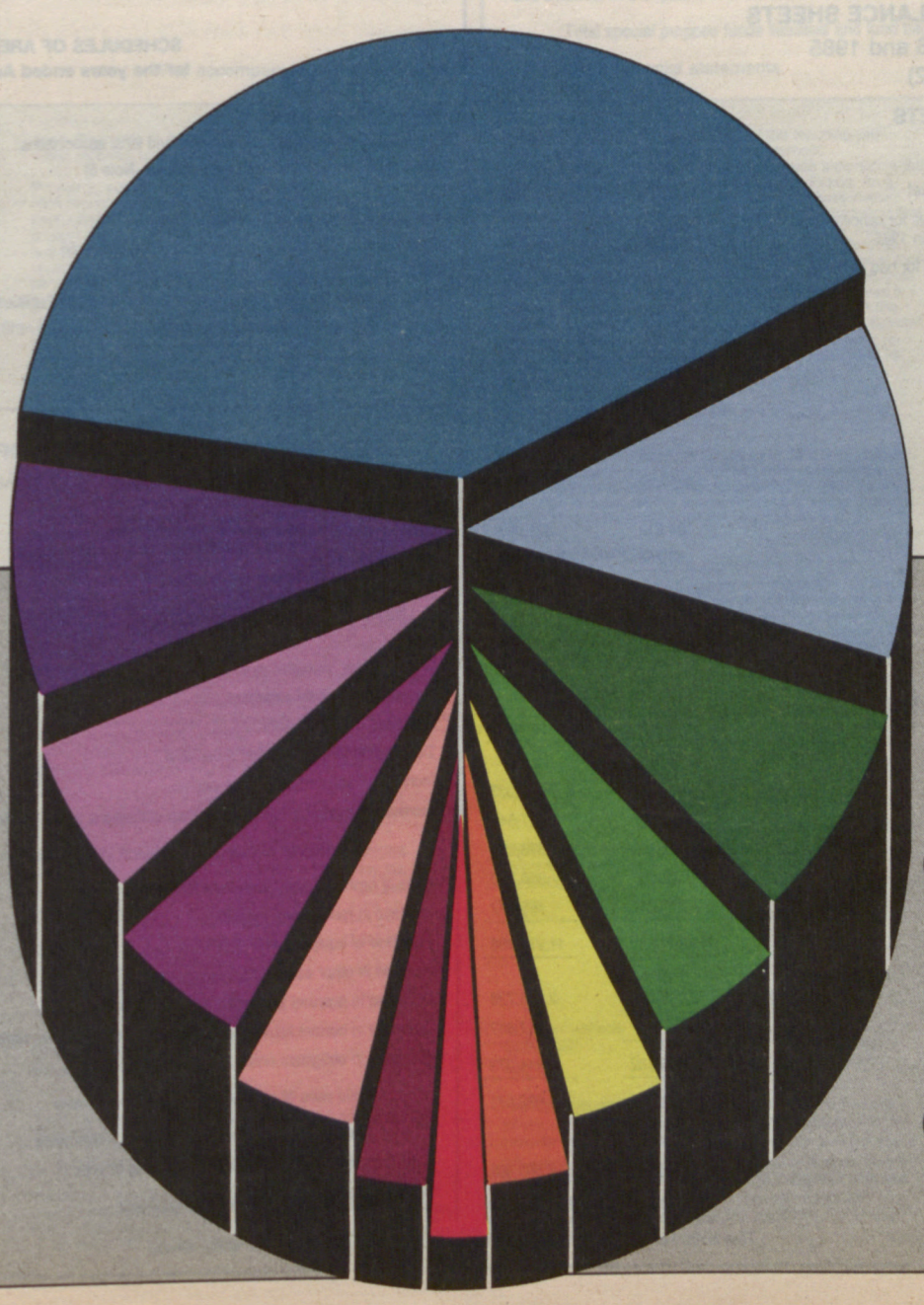
Throughout all these efforts, NEA is reaching out to other influential organizations. We've forged solid working relationships with the National Governors' Association and the Education Commission of the States, two key groups that help determine the specific education recommendations that end up before your state legislature.

Cameron: And in those state legislatures—and in Congress, too—our voice is heard. Legislators know that NEA and its affiliates track their votes and rate their records. Our sophisticated political action operation identifies the real friends of education—and then supports those friends with campaign volunteers and contributions.

Futrell: Our equally sophisticated Human and Civil Rights program identifies the threats to academic freedom that seek to limit the open and inquisitive environment that's essential to learning. We're fighting to see to it that public schools remain, as Thomas Jefferson once put it, the "anvil on which American democracy is forged." We're also developing new initiatives designed to assure all our students an access to democracy. Our schools face an enormous influx of minority and immigrant children, and they need to be ready for those children.

Our agenda, in other words, remains full. But today, perhaps more than ever before, we have the resources to meet that agenda. With over 1.8 million NEA members, we can make a real difference in American education—and America's future. □

Where Your Dues Dollar Goes



AFFILIATE SERVICES plans, implements, and integrates NEA programs and services to affiliates. Nearly $28 million of these expenditures goes directly to affiliates to implement projects and to maintain the more than 1,200 UniServ professionals who provide the on-site assistance members need. 39.9%

LEGAL SERVICES funds employment-related legal cases for members and locals. Legal Services also protects each NEA member with $1 million in professional liability insurance. 8.5%

GOVERNANCE supports the Association's democratic decision-making process by funding the efficient operation of the Representative Assembly and other governance bodies. 5.6%

RESEARCH provides analyses that help chart the Association's course toward educational excellence. Research also offers NEA affiliates, media, other organizations, and lawmakers in-depth data and reports. 5.1%

DATA PROCESSING provides the technical support to accurately maintain the Association's membership records, research operations, office automation, and financial data through sophisticated computers based in Washington, D.C. 4.5%

HUMAN AND CIVIL RIGHTS guides a wide variety of informational, training, and awards programs designed to help guarantee every child and school employee equal access and opportunity in education and employment. 2.8%

POLITICAL AFFAIRS coordinates the Association's activities to support and elect friends of public education to public office. 2.1%

BUSINESS AND FINANCE makes sure the hard-earned dues dollars of NEA members are handled in an efficient, effective, and businesslike fashion. 4.8%

GOVERNMENT RELATIONS is responsible for keeping the Association the nation's most visible and effective advocate for education before Congress, federal agencies, and organizations that represent state lawmakers and officials. 3.0%

ADMINISTRATION provides overall supervision and execution of all Association programs. Administration also provides staff support for NEA officers and governance bodies, maintains Association property, and coordinates employee relations. 7.9%

INSTRUCTION AND PROFESSIONAL DEVELOPMENT provides programs and services dedicated to the goal of helping all school employees reach their full professional potential. 3.5%

COMMUNICATIONS keeps members up to date on education through *NEA Today* and other publications—and presents the Association's message to the public through television, media contacts, and a national advertising campaign. 12.3%

YOUR NEA

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Financial Report to Members

From NEA Secretary-Treasurer Roxanne Bradshaw

Joe Di Dio

The auditing firm of Coopers & Lybrand has completed its review of NEA's financial condition as of August 31, 1986. A complete report of the audited financial statements is printed here.

Coopers & Lybrand
Certified Public Accountants

To the Executive Committee and Members of the National Education Association of the United States

We have examined the balance sheets of the General Fund and the Capital Improvement Fund of the National Education Association of the United States (a nonprofit corporation incorporated by Act of the United States Congress) as of August 31, 1986 and 1985, and the related statements of activity and changes in financial position of the General Fund for the years then ended. We have also examined the consolidated balance sheets of the Special Purpose Funds of the National Education Association of the United States and subsidiary as of August 31, 1986 and 1985, and the related consolidated statements of activity and changes in fund balances for the years then ended. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the financial statements referred to above present fairly the financial position of the General Fund, Capital Improvement Fund and the Special Purpose Funds of the National Education Association of the United States and subsidiary as of August 31, 1986 and 1985, the results of operations and the changes in financial position of the General Fund, and the consolidated results of operations of the Special Purpose Funds for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis after restatement for the change, with which we concur, of not including the Kate Frank/DuShane Program in the Special Purpose Funds as described in Note 5 to the financial statements.

1800 M Street, N.W.
Washington, DC 20036
October 31, 1986

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

GENERAL FUND BALANCE SHEETS

August 31, 1986 and 1985
(Note 2)

ASSETS

	1986	1985
Current Assets:		
Cash and short-term investments at cost, which approximates market	$13,461,671	$11,474,879
Membership dues receivable from state associations, net of reserves for cancellations and uncollectible amounts of $1,219,901 in 1986 and $1,272,089 in 1985	14,919,964	13,706,054
Amounts due from affiliates and other organizations, net of reserve for bad debts of $92,723 in 1986 and $50,000 in 1985 (Notes 2 and 3)	600,383	538,405
Publication and advertising receivables	295,906	493,117
Prepaid expenses	1,542,109	2,460,186
Other current assets	966,890	698,678
Total current assets	31,786,923	29,371,319
Long-Term Assets:		
Equipment, at cost, less accumulated depreciation of $5,744,331 in 1986 and $3,711,762 in 1985 (Note 2)	2,915,482	2,615,349
Property under capital leases, net of accumulated depreciation of $677,490 in 1986 and $2,534,587 in 1985 (Notes 2 and 4)	164,612	521,993
Other long-term assets	67,758	49,315
Total long-term assets	3,147,852	3,186,657
Total general fund assets	$34,934,775	$32,557,976

LIABILITIES AND FUND BALANCE

	1986	1985
Current Liabilities:		
Accounts payable and accrued liabilities	$ 6,464,496	$ 6,419,037
Accrued fringe benefits	2,443,467	2,427,643
Amount due to Special Purpose Funds (Note 2)	1,947,392	1,579,596
Amount held for affiliates and other organizations (Note 3)	528,620	356,250
Obligations under capital leases (Note 4)	217,347	495,972
Total current liabilities	11,601,322	11,278,498
Long-Term Liabilities:		
Accrued severance pay	2,099,782	2,196,726
Obligations under capital leases (Note 4)	—	217,347
Total long-term liabilities	2,099,782	2,414,073
Total general fund liabilities	13,701,104	13,692,571
Commitments and Contingencies (Notes 4, 9, and 10)		
Fund Balance	21,233,671	18,865,405
Total general fund liabilities and fund balance	$34,934,775	$32,557,976

GENERAL FUND STATEMENTS OF ACTIVITY

for the years ended August 31, 1986 and 1985
(Note 2)

	1986 Budget	1986 Actual	1985 Actual
Revenues:			
Membership dues	$96,807,500	$100,076,951	$90,386,193
Interest and investment income	500,000	841,763	661,439
Fees and services, principally from affiliates and other organizations	250,000	217,499	288,264
Total revenues	$97,557,500	$101,136,213	$91,335,896
Expenses by Area:			
Affiliate Services	38,426,482	39,182,585	35,326,482
Communications	12,233,432	12,116,791	10,826,547
Government Relations	3,148,115	2,916,930	2,875,693
Human and Civil Rights	2,757,308	2,775,668	2,618,062
Instruction and Professional Development	3,578,937	3,399,542	2,806,388
Legal Services	8,399,023	8,323,592	7,642,895
Political Affairs	2,103,125	2,063,986	1,849,889
Research	5,287,463	5,065,377	4,051,311
Administration	7,055,576	7,724,094	7,473,435
Business and Finance	4,742,960	4,698,633	4,197,045
Data Processing	4,288,070	4,390,128	4,245,317
Governance	5,456,429	5,462,284	5,173,816
Total Expenses by Area	97,476,920	98,119,610	89,086,880
Incentive retirement expense (Note 7)	—	648,337	—
Excess of revenues over expenses	$ 80,580	2,368,266	2,249,016
Fund balance, beginning of year		18,865,405	16,616,389
Fund balance, end of year		$ 21,233,671	$18,865,405

SCHEDULES OF AREA EXPENSES BY TYPE
for the years ended August 31, 1986 and 1985

	1986	1985
Salaries and benefits (Note 7)	$30,911,305	$27,998,263
Grants to, and joint projects with, state and local associations	27,885,363	23,685,958
Kate Frank/DuShane Program expenditures (Note 5)	5,398,207	5,367,958
Travel	9,258,843	8,812,601
Publications costs, net of advertising income	3,887,149	3,704,854
Outside services (including consultants, legal and audit)	10,471,864	9,578,490
Machinery rentals, repairs, materials and supplies	4,773,218	4,680,284
Office expenses (including telephone, office supplies and utilities)	2,951,749	2,953,811
Administrative expenses (including interest, insurance, and rent)	2,581,912	2,304,661
Total expenses by area	$98,119,610	$89,086,880

GENERAL FUND STATEMENTS OF CHANGES IN FINANCIAL POSITION

for the years ended August 31, 1986 and 1985

	1986	1985
Sources of cash and short-term investments:		
From operations:		
Excess of revenues over expenses	$ 2,368,266	$ 2,249,016
Items not requiring cash:		
Depreciation and amortization	2,389,948	2,198,042
	4,758,214	4,447,058
Other:		
Decrease in prepaid expenses	918,077	279,657
Decrease in other assets	—	95,214
Decrease in long-term notes receivable	—	116,537
Increase in accrued severance pay	—	79,884
Increase in current liabilities other than obligations under capital leases	601,449	—
Total sources of cash and short-term investments	6,277,740	5,018,350
Uses of cash and short-term investments:		
Increase in receivables	1,078,677	984,321
Purchase of equipment	2,332,700	777,107
Increase in other assets	286,655	—
Decrease in accrued severance pay	96,944	—
Decrease in current liabilities other than obligations under capital leases	—	444,812
Decrease in obligation under capital leases	495,972	696,711
Total uses of cash and short-term investments	4,290,948	2,902,951
Net increase in cash and short-term investments	1,986,792	2,115,399
Cash and short-term investments, beginning of year	11,474,879	9,359,480
Cash and short-term investments, end of year	$13,461,671	$11,474,879

The accompanying notes are an integral part of these financial statements.

YOUR NEA

SPECIAL PURPOSE FUNDS
CONSOLIDATED STATEMENTS OF ACTIVITY AND CHANGES IN FUND BALANCES
for the years ended August 31, 1986 and 1985
(Notes 2 and 5)

	Fund balances, August 31, 1984	Revenues: NEA appropriation	Revenues: Other	Expenses	Fund balances, August 31, 1985	Revenues: NEA appropriation	Revenues: Other	Expenses	Fund balances, August 31, 1986
UniServ Fund	$ 582,270	$17,768,508	$ —	$18,088,892	$ 261,886	$20,207,239	$ —	$19,513,034	$ 956,091
Special Services and Education Travel Trust Funds	202,679	—	7,912,625	7,728,680	386,624	—	10,349,980	10,411,416	325,188
National Education Employees Assistance Fund (Note 9)	256,625	—	26,317	59,438	223,504	—	16,257	130,212	109,549
Reserve for Retirement Benefits Fund (Note 7)	163,969	—	—	15,757	148,212	648,337	—	21,160	775,389
Hilda Maehling Fellowship Fund (Note 6)	184,798	—	(184,798)	—	—	—	—	—	—
William G. Carr Scholarship Award Fund (Note 6)	51,293	—	(51,293)	—	—	—	—	—	—
NEA-Retired Program Fund (Note 2)	211,661	277,288	218,340	277,288	430,001	301,543	255,234	379,655	607,123
	$1,653,295	$18,045,796	$7,921,191	$26,170,055	$1,450,227	$21,157,119	$10,621,471	$30,455,477	$2,773,340

CAPITAL IMPROVEMENT FUND BALANCE SHEETS
August 31,1986 and 1985
(Note 2)

ASSETS

	1986	1985
Cash	$ 1,073	$ 1,016
Land at cost	1,753,777	1,753,777
Building at cost, less accumulated depreciation of $6,049,902 in 1986 and $5,810,911 in 1985 (Note 2)	5,847,895	6,086,886
Total capital improvement fund assets	$7,602,745	$7,841,679

LIABILITIES AND FUND BALANCE

Liabilities	$ —	$ —
Fund balance (Note 2)	$7,602,745	$7,841,679
Total capital improvement fund liabilities and fund balance	$7,602,745	$7,841,679

SPECIAL PURPOSE FUNDS
CONSOLIDATED BALANCE SHEETS
August 31, 1986 and 1985
(Note 2)

ASSETS

	1986	1985
Cash	$ 68,350	$ 60,674
Accounts receivable	1,960,627	1,245,442
Prepaid expenses	153,688	70,560
Leasehold improvements, furniture and equipment, at cost, net of accumulated depreciation of $235,312 in 1986 and $176,063 in 1985	157,541	117,916
Amount due from general fund	1,947,392	1,579,596
Total special purpose funds assets	$4,287,598	$3,074,188

LIABILITIES AND FUND BALANCE

Liabilities:		
Accounts payable and accrued liabilities	$ 451,283	$ 595,213
Deferred NEA-Retired Program (Note 2)	1,062,975	1,028,748
Total special purpose funds liabilities	1,514,258	1,623,961
Fund balance, end of year	2,773,340	1,450,227
Total special purpose funds liabilities and fund balance	$4,287,598	$3,074,188

The accompanying notes are an integral part of these financial statements.

NOTES TO FINANCIAL STATEMENTS

1. ORGANIZATION

The National Education Association of the United States (NEA) is a nonprofit corporation incorporated under a special Act of the United States Congress. The purpose of NEA is to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of presentation
The financial statements of NEA have been prepared on the accrual basis. To ensure observance of its bylaws, the resources of NEA are classified for accounting and reporting purposes into funds established according to their nature and purpose. The assets, liabilities, fund balances and changes in fund balances are reported in the following fund groups:

General Fund — The bylaws of NEA provide that the General Fund shall comprise all income received in the form of dues, interest, dividends, fees, earnings from advertising, sales of NEA publications and payments for services and funds received by gift, bequest, devise or transfer to NEA, which are not specifically designated for deposit in the Capital Improvement Fund. All operating accounts and debt services shall be paid out of the General Fund.

Capital Improvement Fund — The bylaws of NEA provide that the Capital Improvement Fund shall comprise the properties and permanent investment of NEA and other funds, or properties received by gift, devise, bequest or transfer for deposit in the Fund. Disbursement from the Capital Improvement Fund to acquire new properties or to provide for major long-term improvements in existing properties must be authorized by a two-thirds vote of the Board of Directors. Expenditures from this Fund for any other purpose must be authorized by a two-thirds vote of the Representative Assembly.

Special Purpose Funds — NEA has various Special Purpose Funds which consist of restricted funds or funds designated for specific projects and purposes. Special Purpose Funds include activities such as the UniServ Fund and the administration of various services such as insurance plans for members. These funds also include the activity of Member Benefits Corporation (MBC) (formerly Teachers Service Corporation), a wholly-owned subsidiary of NEA. MBC provides support to the Special Services and Educational Travel Trust Funds primarily in the areas of membership services, affiliate support, marketing and training.

General Fund Budget
The budget of NEA is designed to achieve the goals and objectives of NEA. The budget amounts included in the statements of General Fund activity are as approved by NEA's Representative Assembly and amended by the Board of Directors, as set forth in the guidelines approved by the Representative Assembly and the Board of Directors.

NEA-Retired Program
During 1982, NEA began offering life membership to retired members through a new special purpose fund known as the NEA-Retired Program. Payments to the fund qualify retired members for the regular services provided to active members, as well as services designed specifically for retired persons. Payments to the fund are recorded as deferred income when received and amortized over a 10-year period.

Property, equipment and depreciation
NEA records depreciation on its building in the Capital Improvement Fund. This depreciation is recorded using the straight-line method over the estimated useful life of the building of 50 years. Depreciation on the building was approximately $239,000 in 1986 and 1985, reflecting the major change to the Capital Improvement Fund Balance.

NEA capitalizes equipment with a cost in excess of $2,500 in the General Fund, and depreciates these assets using the straight-line method over the estimated useful life of the assets. Depreciation on equipment was $2,032,569 in 1986 and $1,600,084 in 1985.

Reclassification
Certain 1985 amounts have been reclassified to conform with the 1986 presentation.

3. GOVERNANCE AFFILIATES, NONGOVERNANCE AFFILIATES, AND OTHER ORGANIZATIONS

NEA provides various administrative services and acts as custodian for the funds of certain Governance and Nongovernance Affiliates and other organizations, which also offer services to members of NEA and to other educators. However, each of these organizations has a separate Board of Directors and operates independently of NEA. Accordingly, the accompanying financial statements present the financial activity of NEA exclusive of these organizations, except for the funds held by or due to NEA as custodian.

4. LEASE COMMITMENTS AND RENTAL EXPENSE

Leases which meet the criteria requiring capitalization, as specified in the Statement of Financial Accounting Standards No. 13, are capitalized by NEA.

Future minimum lease payments under both capital and operating leases as of August 31, 1986, are as follows:

	Capital leases	Operating leases
1987	$236,780	$ 369,806
1988	—	282,598
1989	—	203,925
1990	—	179,541
	236,780	$1,035,870
Less amount representing interest	19,433	
Present value of net obligation	$217,347	

Rental expense for all operating leases was approximately $373,000 in 1986 and $390,000 in 1985.

5. KATE FRANK/DUSHANE PROGRAM

The Kate Frank/DuShane Program (the Program) was established by the Representative Assembly to protect the human, civil and professional rights of educators. The major project of the Program, the Unified Legal Services Program, provides legal assistance to members of the teaching profession in matters related to their employment.

Prior to August 31, 1985, the Program was included in the financial statements of the Special Purpose Funds. As a substantial portion of the Program expenses have been consistently paid by the General Fund, NEA determined that it would be better presentation if the Program was not included in the financial statements of the Special Purpose Funds for the year ended August 31, 1986. The Special Purpose Funds financial statements for the year ended August 31, 1985 have been restated to remove the Program as a Special Purpose Fund. This change had no effect on the Special Purpose Funds balance at August 31, 1985. Special Purpose Funds revenues and expenses, as previously reported, for the year ended August 31, 1985 have been reduced by $5,607,643.

6. WILLIAM CARR AND HILDA MAEHLING AWARD PROGRAMS

By action of NEA's Board of Directors in 1985, the William Carr Scholarship and Hilda Maehling Fellowship programs were assigned to the National Foundation for the Improvement of Education (NFIE) for the purpose of administration and their fund balances appropriately transferred.

7. RETIREMENT PLAN

NEA participates in a multiemployer, contributory, defined-benefit retirement plan, which covers substantially all permanent employees. Approximately 70% of the employees covered under the plan are employed by NEA; the remaining 30% are employees of various state and local affiliates of NEA. NEA's policy is to fund retirement costs accrued. NEA's retirement plan contribution expenses for the fiscal years ended 1986 and 1985 were approximately $2,391,000 and $2,099,000 respectively. The accumulated plan benefits and plan net assets available for benefits as of the date of the latest actuarial valuation are presented below:

	January 1, 1986	January 1, 1985
Actuarial present value of accumulated benefits:		
Vested	$35,348,565	$30,019,790
Nonvested	4,859,129	3,842,937
	$40,207,694	$33,862,727
Net assets available for benefits	$83,340,320	$66,840,421

The actuarial present value of accumulated plan benefits ignores the effects of future compensation increases on the benefits that participants will receive for their past service. If this value is adjusted for projected salary increases, consistent with the assumed rate of return, the adjusted actuarial present value of accumulated plan benefits would be approximately $59,213,000 and $49,385,000 as of January 1, 1986 and 1985 respectively.

The assumed rate of return used in determining the actuarial present value of accumulated plan benefits was 8% for both 1986 and 1985. As of January 1, 1986, the retirement plan had no unfunded liabilities.

An incentive retirement option was made available to all NEA staff eligible for retirement to receive an additional three years of credited service for use in the calculation of retirement benefits if they chose to retire generally prior to August 31, 1986. The actuarial cost for providing the additional three years of credited service amounts to $648,337, which has been included as an expense in the General Fund and transferred as an NEA appropriation to the Special Purpose Funds.

8. BANK LINE OF CREDIT

NEA has a line of credit of $4,000,000 from a commercial bank at the bank's prime interest rate. There has been no borrowing against the line during the years ended August 31, 1986 and 1985.

9. NATIONAL EDUCATION EMPLOYEES ASSISTANCE FUND, INC.

The National Education Employees Assistance Fund, Inc. (NEEAF), formerly the National Teachers Assistance Fund, Inc., is a nonprofit corporation established for the purpose of providing financial and other assistance to member organizations and their individual members involved in disputes over terms and conditions of employment. In this capacity, NEEAF has, from time to time, guaranteed loans made by lending institutions to teachers who were involved in such disputes. These loans are collateralized by letters of credit from those state affiliates which are members of NEEAF and also by NEA's letter of credit in the amount of $1,675,000 on which NEA pays a commitment fee. In the event of default on a loan, the bylaws of NEEAF provide that the bank shall first draw upon the letter of credit of the state affiliate from which the funds were transmitted and, thereafter, proportionately from all other letters of credit, including NEA's.

As of August 31, 1986, NEA is contingently liable for $278,228 of the $556,455 in loans guaranteed by NEEAF in the event of default. Losses from defaults since the inception of NEEAF have not been significant.

10. CONTINGENCIES

NEA has been named as a party in several legal matters, the outcome of which cannot presently be determined. Management believes that the net results of these claims will not have a material impact on NEA.

11. INCOME TAXES

NEA is exempt from income taxation under the provisions of Section 501(c) (5) of the Internal Revenue Code. Organizations described in that section are taxable only on their unrelated business income. Since NEA has incurred a cumulative loss from these unrelated business activities, no provision for income taxes has been recorded in the accompanying financial statements.

RESOURCES

Free or Inexpensive

In 1987, schools across America will spotlight the 200th anniversary of the U.S. Constitution, signed September 17, 1787. Because so many related materials are being issued, we devote this month's column exclusively to resources designed to help you and your students celebrate the bicentennial. In the interest of publishing as complete a list as possible, items that exceed our normal "inexpensive" price limit of $10 have been included.

Action for Children's Television, 20 University Rd., Cambridge, MA 02138. Publishes *Television, Children, and the Constitutional Bicentennial*, a book that excerpts conversations by academic experts and other observers on what children need to know about the Constitution. Includes annotated bibliography of book and film resources on the Constitution. 105 pp. $10 postpaid.

American Bar Association, Special Committee on Youth Education for Citizenship, 750 North Lake Shore Dr., Chicago, IL 60611. Ask to be put on the mailing list to receive the newsletter, classroom activity handbooks, and guide to a forthcoming TV series. All are free.

Center for Civic Education, 5115 Douglas Fir Rd., Suite I, Calabasas, CA 91302. Sponsors the National Bicentennial Competition on the Constitution and the Bill of Rights, a contest for classrooms at three levels (grades 11-12, 8, and 5). Materials will be available beginning with grades 11-12 in fall 1987. Ask for the brochure giving information about the contest and about ordering materials.

Children's Book Council, 67 Irving Place, New York, NY 10003. Publishes the Constitution Poster Triptych, a set of three color posters by Charles Mikolaycak, depicting writers whose work conveys the spirit of American letters. Center poster, 17"x 22"; side posters, 11"x 22" each. Available only as a set, for $27.50 (including a key for identifying the writers).

The Council also publishes "Our Constitution: 200 Years," an annotated bibliography of current books on the Constitution and the birth of the republic. Single copies, free with 22¢ stamped, self-addressed 6½" x 9½" envelope. (Ask for brochure with ordering information—including discounts—on all CBC materials.)

Commission on the Bicentennial of the United States Constitution, 736 Jackson Place, N.W., Washington, DC 20503. Ask to be put on the mailing list to receive a newsletter and Educational Programs Registry list (a continuously updated compilation of instructional programs, seminars, and organizations celebrating the bicentennial). Both are free.

The Jefferson Foundation, 1529 18th St., N.W., Washington, DC 20036. Sponsors the Jefferson Meeting on the Constitution, a program for teaching about the Constitution by holding a constitutional convention. Convention participants (a civics class, for example) consider any of eight proposed constitutional amendments (such as a six-year presidential term). Ask for the brochure describing teacher's guide and discussion guides.

National Archives, Bicentennial Coordinator, Office of Public Programs (NE), Washington, DC 20408. Ask for educational and exhibition information. Materials available include lower-priced books and pamphlets as well as a 20-poster, install-it-yourself exhibition of 18th-century documents on the creation of the Constitution ($50).

With SIRS, Inc., the Archives publishes *The Constitution: Evolution of a Government*, a supplemental teaching unit that contains 20 classroom exercises (at three reading levels) using reproducible facsimiles of 40 18th-century documents. 97 pp. $35. Send purchase order by mail or telephone to SIRS, Inc., Publishers, P.O. Box 2348, Boca Raton, FL 33427; 800/327-0513 (AK and FL call collect 305/994-0079).

National Bicentennial Writing Competition for High School Students, P.O. Box 50184, Washington, DC 20004-0184. The Commission on the Bicentennial of the United States Constitution (with *USA TODAY* and the American Bar Association) invites students in grades 9-12 to compete for money prizes (national winner gets $10,000) in an essay contest on the topic, "The Constitution: How Does the Separation of Powers Make It Work?" Entry deadline is April 15, 1987. Ask for reproducible entry form and poster announcement giving contest details.

National Conference of Christians and Jews, 71 Fifth Ave., 11th floor, New York, NY 10003. Sponsors the Living Constitution Project, a kit of enrichment activities (K-12) to show students how constitutional concepts affect their everyday lives. Ask NCCJ about kit availability (attn.: Leah Sayles at above address).

National Radio Theatre, 666 N. Lake Shore Dr., Chicago, IL 60611. Offers a listening guide to accompany "Dateline 1787," its radio series by the same name (*see "TV/Radio Tips" elsewhere on this page*). The guide contains information about the writing and adoption of the Constitution, as well as about the radio production. 24 pp. Single copies free from Leslie Cain at above address.

Project '87, 1527 New Hampshire Ave., N.W., Washington, DC 20036. This joint project of the American Historical Association and the American Political Science Association provides instructional materials—both print and audiovisual—about the Constitution for elementary and secondary teachers. Ask for the brochure on Project '87 publications and programs.

Stackpole Books, Dept. FFM, Box 1831, Harrisburg, PA 17105. Has reprinted *55 Men: The Story of the Constitution, Based on the Day-By-Day Notes of James Madison*, a 1936 classic about the Philadelphia Constitutional Convention by the late Fred Rodell, a Yale Law School professor. 281 pp. $12.95 plus $2.50 postage and handling. (PA residents add 6 percent tax.) Order by mail or call 800/READ-NOW toll-free to charge to credit card.

USA TODAY. *USA TODAY* has created in its own image *USA FREEDOM*, a 24-page tabloid—dated 1787—which covers ratification of the Constitution (headline: "It's done! Constitution signed"). Gives 20th century perspectives as well. *USA FREEDOM* is part of a package designed for a six-week unit, which includes 30 copies of *USA FREEDOM*, 30 copies of *USA TODAY* delivered once a week for six weeks, and a complimentary teacher's guide. $52.50. For information or to make a school purchase order (no credit card orders), call 800/368-3024, ext. 6354. □

TV/Radio Tips

To Be a Teacher—*NBC-TV, Monday, Jan. 5, 10-11 p.m. ET.* In this NBC "White Paper," Tom Brokaw hosts a "ground level view" of America's classrooms through the eyes of the professionals who know them best: the nation's teachers.

Afterschool Special—*ABC-TV, alternate Wednesdays, 4 p.m. ET. Jan. 7:* "High School Narc." *Jan. 21:* "Cindy Eller."

Our World—*ABC-TV, Thursdays, 8-9 p.m. ET.* Weekly news production combines documentary treatments of historical events with recollections of witnesses. Free monthly newsletter available from ABC Community Relations, 1333 Ave. of the Americas, New York, NY 10019.

American Prose Series—*American Public Radio, Thursdays; check local listings for times.* 13-part series dramatizing stories by famous American authors.

Schoolbreak Special—*CBS-TV. Tuesday, Jan. 13, 4-5 p.m. ET:* "Little Miss Perfect." Story of an overachieving high school student who suffers from bulimia. *Tuesday, Jan. 27, 4-5 p.m. ET:* "The Day They Came To Arrest the Book." An examination of censorship in school libraries. Free teacher's guide available from CBS, 51 W. 52nd St., New York, NY 10019.

Eyes on the Prize—America's Civil Rights Years 1954-65—*PBS, Wednesdays starting Jan. 21, 9-10 p.m. ET.* Six-part series.

Dateline 1787—*National Radio Theatre of Chicago, beginning the week of Jan. 25; check local listings for dates and times.* In a series of 14 half-hour broadcasts, a modern news team travels back in time to 18th-century Philadelphia, where it covers the Grand Convention writing the U.S. Constitution. Free study guide available (*see "Free or Inexpensive" at left*).

Square One TV—*PBS, Monday through Friday beginning Jan. 26; check local listings for times.* A Children's Television Workshop production designed to pique interest in math.

Portrait of America: Michigan—*Turner Broadcasting, Wednesday, Jan. 28, 12:05-1 p.m. ET.* Continuing series looks at life in the Wolverine State.

Generation at Risk—*PBS, Wednesday, Jan. 28; check local listings for times.* Sequel to "The Chemical People," a 1983 broadcast that promoted the establishment of more than 8,000 community task forces to deal with teenage drug and alcohol abuse. Nancy Reagan and Sam Waterston host.

National Geographic Special—*PBS, Wednesday, Feb. 11, 9-10 p.m. ET:* "In the Shadow of Vesuvius." The story of what happened during the eruption of Mt. Vesuvius in 79 A.D. as determined by excavations in the ancient city of Herculaneum, and a look at life today in the nearby fishing village of Possuoli. □

RESEARCH CLUES

Rice, Lombardi: Right/Wrong!

by Robert McNergney and Martin Haberman

Both Grantland Rice and Vince Lombardi were right *and* wrong. It *does* matter how you play the game, and there's nothing quite like winning!

Researchers investigating classroom communications contend that if teachers better understood the "classroom communication game," they could create opportunities for more students to play–and to win.

The potential exists for classroom communication to lead to powerful teaching and learning, these researchers believe, but teachers and casual observers may not always recognize or fully grasp the possibilities.

Greta Morine-Dershimer, an education professor at Syracuse University, examined the communication of 165 children in six different classrooms, grades 2 through 4, in the same elementary school. She videotaped lessons, then interviewed the students and the teachers about what had gone on in those lessons in terms of student-teacher communication.

She found that many students were following implicit rules about classroom communication. They understood well how classroom communication is "supposed" to work to further student learning.

With the caveat that results from one school can't be applied to all students in all schools, Morine-Dershimer nonetheless suggests that the rules of classroom communication go something like this:

► Teachers ask questions to give information (often to praise correct responses) rather than to get information.

► Pupils who know the answers to teachers' questions volunteer responses; pupils who don't know stay quiet.

► Pupils pay attention to the responses of their classmates more often than to teachers' questions. They hear most often the responses of children who are better readers and more frequent participants in class discussion.

► Pupils pay more attention to student responses that are praised than to those that aren't.

► Pupils pay more attention when teachers "pursue" responses by repeating questions for others or by asking probing questions of the same pupil.

In other words, students learn to listen effectively—to pay attention to cues from the teacher concerning what material is important and which students understand it correctly. Students who play by these rules learn from the classroom dialogue and become winners at the classroom communication game.

Joe Di Dio

But Morine-Dershimer's crucial observation is that not all children in the six classrooms were aware of the rules. Take the question of the purpose of teacher praise of student responses. Students who understood the rules listened for teacher praise because it keyed them in to which answers were correct and indicated what information was important for them to learn.

But in only one of the six classrooms studied did a majority of the students say that their teacher's questions had such an informative function. Other students thought praise was merely motivational—a way of encouraging them to take part in discussions—or had no idea of the purpose of teacher questions and student responses.

Morine-Dershimer hypothesizes that understanding the informative nature of teacher praise might be developmental, since older students were more likely than younger students to have caught on to it. But she also suggests that differences in understanding might be related to differences in teacher practices. Not all the teachers in the study related praise to student understanding. In fact, one teacher praised students merely for participating in discussion—regardless of the quality of their responses.

So how might you help your pupils win at classroom communication? There are several ideas worth trying, this researcher suggests. You can—

► Teach pupils as early as possible that they can learn by listening to their classmates' responses and comments.

► React to pupil comments in such a way that you provide signals to guide pupils' attention (by not treating correct and incorrect responses the same way, for example).

► Spell out why you're asking questions.

► Construct lessons that enable pupils to practice academic, communication, and social skills simultaneously. This will increase the odds that every student gains something from a lesson.

► Construct lessons that enable pupils simultaneously to acquire content information and practice processing it—for instance, teach them to ask "good inquiry questions," ones that will narrow the field and zero in on the target.

► Construct lessons in which pupils' own ideas and experiences are viewed as important contributions to their learning. If you're teaching a story about an embarrassing moment, let the students tell about embarrassing moments of their own. (This approach also allows students who may not always have the "right" answers to content questions to participate usefully in classroom discussion.)

► Construct lessons that will make *you* a winner, because you've provided varied opportunities for many pupils to participate and to win. □

Want the Whole Study?

For more information see *Talking, Listening, and Learning in Elementary Classrooms*, by Greta Morine-Dershimer. New York: Longman, 1985. 248 pp. (Part of the Research on Teaching Monograph Series, available from education libraries or for $32.95 from Longman, Inc., 95 Church St., White Plains, NY 10601.)

Robert McNergney is associate professor at the Curry School of Education, University of Virginia; Martin Haberman is professor at the School of Education, University of Wisconsin-Milwaukee. They prepared this column for NEA Today *with the cooperation of the American Educational Research Association.*

TECH TALK

Boy Still Meets Girl— But Not at the Computer

Boys continue to be the predominant computer users in schools, despite recent efforts to reverse this trend.

In Michigan, California, and Maryland, says *Time* magazine, boys using computers outnumber girls 2 to 1. Other studies show that only 7 percent of girls use computers outside class, compared to 40 percent of boys.

Parents may be unwittingly contributing to the computer gender gap. Some 25 percent more boys than girls live in homes with computers.

Male dominance also persists in the computer workforce, notes the U.S. Department of Labor. A 1985 study showed that women hold just 31 percent of the higher-paying "systems analyst" jobs, but 66 percent of the lower-paying "computer operator" jobs.

Utah and IBM have combined forces to attack a basic problem: how to help students in the state's remote areas (where there's an extreme shortage of language teachers) meet stiffer foreign language requirements.

The Utah-IBM project puts a Spanish instructor in a TV studio and transmits the lesson via satellite to 23 schools in remote areas. Each day a different group of students in each school is linked by telephone to the instructor, so all 800 students have a chance to interact and ask questions during the course of the week.

After each lesson, students use IBM-donated PC Juniors to drill and practice, while a voice digitizer allows them to record their spoken Spanish and compare it with their instructor's.

Alaska does best among the states in providing school computers, with a ratio of 17.3 students to every computer, according to a 1985-86 survey by Denver-based Quality Education Data, Inc.

Also in the top five: Rhode Island, with 21.2 students per computer; Minnesota, with 29.6; Wyoming, with 29.9; and South Dakota, with 34.1. At the bottom are Hawaii, with 86.2 students per computer; Louisiana, with 83.6; Mississippi, with 76.8; Georgia, with 75.2; and New Hampshire, with 66.5.

Nationwide, the average student-to-computer ratio now stands at 50 to 1.

A recent full-page opinion piece in the *Washington Post* offers a scenario of how schools should operate in the not-too-distant future, as envisioned by Montgomery County, Md., school administrator Steven Frankel. Frankel heads his district's department of educational accountability, which assesses the quality of the school system's programs.

He starts with the premise that through technology—much of it already in place, the rest just down the road—schools can offer students individually programmed instruction and testing and a wealth of resources at an economical price.

Computer-adaptive test programs combined with a compact disk (CD) and CD player plugged into a computer are the key ingredients in this system, says Frankel. The setup he envisions would allow the student to access 500 megabytes of text or computer programs—equivalent to six sets of the Encyclopedia Britannica—on one CD.

The next stage in this classroom revolution, explains Frankel, is the Compact Disk Interactive (CD-I) player with its own processor built in, so a separate computer won't be needed. And this complete system will be on the market soon, Frankel predicts, for just $500.

—Bill Fischer

People

Joe Di Dio

For one Association member in Virginia's Shenandoah County, life is unusually full of bells and beeps.

During the day, **Phyllis Hottle Yew** teaches life sciences at Central High in Woodstock and Stonewall Jackson High in Mt. Jackson. Evenings and weekends she trades school bells for beeps on her pager.

Yew is a volunteer with the Woodstock Fire Department. In 1983 the Department named her Firefighter of the Year, and in 1985 it honored her for responding to some 130 calls—more than any other firefighter.

"I've done everything from getting cats out of trees to hosing down the trucks," says Yew. "And I love it all."

Firefighting runs in Yew's family. Her grandfather was a volunteer with the same fire department, her father was its chief for 15 years, and her husband (whom she met on the back of a firetruck) is the current chief.

Yew gets a lot of satisfaction from her volunteer work. "We all need to do something rewarding," she explains. "If we don't, we'll begin to ask ourselves 'Is this all there is?'" □

Ken McCormack

Ken McCormack

It took 150 people a full day to install. But when it was done, **Elizabeth Berry** and **Robert Baldwin**, English teachers at Crescent Valley High School in Corvallis, Oregon, were enormously proud of *Nuclear Landscape*, a public sculpture they masterminded last year.

Berry originally came up with the idea to launch the Corvallis chapter of Educators for Social Responsibility.

"I wanted to take the arithmetic of the arms race out of the realm of abstract numbers," she says. "I thought if we could represent the number of missiles in the nuclear arsenals of the U.S. and U.S.S.R by graphically displaying 21,177 of something, people could see the enormity of the destructive potential that looms over us all."

The problem was, 21,177 of *what*? And it wasn't until Baldwin was walking along a country road and tripped over a plastic cone used to start fir seedlings that the teachers had their answer.

Berry found a forester who lent her used cones—and the real work started. Committees began to wash and transport the cones, lay out the grid for the sculpture, and do publicity.

On May 31, 150 teachers, students, and community members installed the sculpture in a city park. It drew hundreds of viewers and many favorable comments.

"People saw the arms race with new eyes," says Baldwin. "It made the statistics real." □

Corryne Wright

The seismic reporting station for eastern Wyoming records earthquake waves' intensity and arrival times and reports them to the National Earthquake Information Center in Golden, Colo. The reporting station also happens to be the earth science classroom of Association member **Joe Allen**, seen here with his seismograph and some of his ninth graders at Laramie Junior High.

It was Allen's initiative in applying for a $10,000 grant from the U.S. Department of Education that got him two seismographs for reporting and teaching purposes. The grant also paid for sensors, implanted outside the school, which can measure horizontal and vertical movements of the rock layers beneath the building.

"The earth movements show up as spiky lines on the drums of the seismographs," Allen explains. "The kids read that data and enter it manually, along with the arrival time, into the school computer. We can send these data by modem to Golden. The Center can also send us the time a wave arrived there, and by adding that measurement to our own, we can figure out the epicenter or source of any earthquake in the Rocky Mountain area."

Last summer, under the auspices of the University of Wyoming, Allen taught a course in seismology to 17 Wyoming teachers and prospective teachers at Yellowstone National Park.

"Geysers produce ground vibrations," Allen says, "so Yellowstone is a great place to get practice in making readings." □

"You know which birds are in, what the weather's like. You're in closer contact with the environment than when you're in a car. And when I'm with my wife, we can share knowledge; she's better at trees than I am."

Obviously an environmentalist explaining why he owns five bicycles. But Association member **John Wachholz** of Salina (Kansas) Central High School is more than a biology teacher who lives his work. Named the 1986 Outstanding Biology Teacher of the Year in Kansas, Wachholz is also a pioneer, leading his students into the new field of "politico-biology."

"Many issues that must be solved politically are really biological—often bioethical or environmental matters," Wachholz says. Recently his students corresponded with political candidates on both sides of such bioethical issues as mandatory seatbelts and the death penalty.

Also, Wachholz's biology club members and allies lobbied the state legislature to save a nearby marshland. They reached step one—a state-funded feasibility study. □

Steve Rasmussen

Gordon Chibroski

Paul Richards

To students at San Diego's Muirlands Junior High, he's a physical education teacher who cares about kids and athletics. To his fellow teachers he's a respected colleague and Association activist.

But to fans who remember the high-scoring days of the old American Football League, the name **Earl Faison** brings memories of quarterback sacks and goal line stands. The former defensive end for the San Diego Chargers (1961-66) and Miami Dolphins (1967) was inducted into the Chargers' Hall of Fame this past November.

An all-league all-star during the Chargers' heyday—and their number one draft choice in 1961—Faison grew up in Newport News, Va., and attended Indiana University on a football scholarship.

"Football was my ticket out of the ghetto," he recalls. "But education was the key in the long run to building a better life for myself."

Faison, who's been teaching in San Diego since 1968, is pleased that the academic side of student athletics is finally getting some attention.

"Only 1 percent of college football players go on to play as professionals," he notes. "And

even for that 1 percent, football isn't a lifetime career.

"It's hard to study and be a serious athlete," he says. But we have to find that balance. Kids' futures are at stake." □

The hours are a businesslike 8 a.m. to 5 p.m., but they're about the only thing Association member **George Leonard's** workday has in common with most people's.

Leonard is chief officer aboard Aqualab III, a 157-foot converted Navy mine hunter that's used by the Southern Maine Vocational Technical Institute teaching program.

Women make up 15 to 20 percent of each year's students. Like their male peers, they're drawn to careers in the Coast Guard and Merchant Marine.

A former Coast Guard officer and graduate of the Maine Maritime Academy, Leonard has been the ship's chief officer for 10 years. His schedule puts him at sea for 10-week periods each spring and summer. Time on land is devoted to maintenance and engineering tasks to ready the craft for Coast Guard inspection.

Going 30 to 40 miles out to sea in the Gulf of Maine, Leonard's students seek out mutant scallops, lobsters, and other marine life.

"The gains are obvious in letting the students learn through hands-on training, rather than simply telling them what to do," he explains.

Every now and then the daily routine is thrown a bit off balance, as when a neophyte sailor lets the anchor go, or hits the emergency shutdown button. Veteran sailors chuckle even as they work to make amends.

Despite these light moments, Leonard says he runs a tight ship. Shortly after leaving shore, the fire or "abandon ship" alarm sounds, sending all passengers scurrying to specific assigned stations. "With up to 80 students and instructors on board, you can't take anything for granted," says Leonard. "Thankfully we have a spotless record."

Favorite off-hours diversion among Leonard's students and staff? "The consummate maritime preoccupation, of course: whale watching." □

Bill Stover

By the time school opens, Missouri NEA member **Barbara Knarr** has already visited the parents of all the children she'll teach that year.

"I feel as if I'm talking with friends, not just parents of students." Knarr says. "Parents feel the same way about me."

Knarr, a sixth grade teacher in the St. Louis suburb of Hazelwood, began making home visits about 10 years ago when her two daughters were in school.

"I wanted to know their teachers personally. Then it dawned on me: my students' parents would like to know me, too."

Several months ago, *Instructor* magazine published an article Knarr wrote about her home visits. Then an official from the NBC-TV "Today Show" invited Knarr to appear with NEA President Mary Futrell to discuss the merits of her home visits. The show aired this past September. □

Jim Daniels

Her listening ear gets a good workout at her daytime job as a guidance counselor at Davisville Middle School in rural North Kingstown, R.I. But that's not enough for Association member **Sandy Panzeri**. For the past two years she's also been listening and counseling 36 hours a month from her home, as a volunteer on a rape crisis telephone hotline.

Panzeri generally retreats to the privacy of her bedroom to work a 12-hour overnight shift three weekends a month. A call can easily last up to an hour as Panzeri rescues the caller from her first bouts of panic. Victims' needs range from sympathetic advice to a hand to hold at the police station while reporting the crime.

If there's a common reaction among the callers, who have ranged in age from 13 to 39, it's self-blame. "They tell me, 'I shouldn't have worn that outfit,' or 'It was foolish to walk in that part of town,'" Panzeri reports. "We counsel the rape victim to understand that she's not responsible for someone else's violent behavior." □

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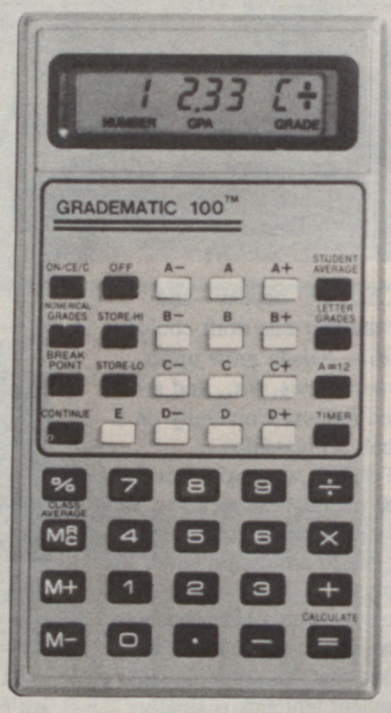

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BOOK BEAT

A Teacher with the Right Stuff

"Any dream can come true if you have the courage to work at it....You have to dream. We all have to dream. Dreaming's okay."
—Christa McAuliffe

In this biography of Christa McAuliffe, newspaper reporter Robert Hohler traces the steps by which the New Hampshire social studies teacher almost realized her dream of becoming the first civilian in space. Hohler fashions a vivid narrative of Christa's life, giving special emphasis to the blend of her personality and her teaching ability.

Assigned in July 1985 to cover the teacher-in-space contest for Christa's hometown paper, the *Concord Monitor*, Hohler is uniquely qualified to tell the personal story of this modern-day heroine who "asked to be nothing more than an ordinary woman on an extraordinary mission." His assignment led to many interviews with Christa, her family, and her old friends—as well as with the new friends she made in the space program.

"I TOUCH THE FUTURE..." THE STORY OF CHRISTA McAULIFFE

By Robert T. Hohler

(Random House, 262 pp. $16.95)

The book visits both triumph and tragedy, ending (except for a brief epilogue) on January 28, 1986, at the moment the Challenger spacecraft exploded.

Many of the triumphs occur in the classroom. You see Christa as a creative teacher putting learning-by-doing into action. To the chagrin of many of her colleagues, she arranged field trips—lots of field trips—so her government students could talk to judges and prisoners, her economics students to stockbrokers. Knowing her reputation, Christa's Concord colleagues laughed out loud when she told them her first lesson from space would be called "The Ultimate Field Trip."

You read about Christa's almost superhuman involvement in her community and church. And you learn of her habit of overscheduling—and being notoriously late to school and meetings. She even waited until the last day to apply for the teacher-in-space program!

You see Christa as the caring teacher. While she was in training in Houston, a tragedy occurred in Concord. A recent dropout from her high school armed himself, took hostages in the school building, and was killed there by police. Christa, who felt she ought to be back with her students, telephoned eight colleagues, friends, and a former student—all of whom had been involved—to offer comfort. This was typical of her commitment to students—and friends—and their problems beyond the classroom.

Hohler is able to answer the questions that were in the public's mind about this celebrity-in-the-making: Why did she want to go into space? Was her family supportive? Was there rivalry among the teacher-in-space finalists? Why was Christa selected? What did she think about her sudden fame? What frustrations did she experience in dealing with NASA? How was she accepted by her colleague astronauts? What type of training did she endure? What did she think of the launch delays prior to that cold January morning?

With a wealth of anecdotes, Hohler shows us an ordinary teacher who became a superstar beyond the plans of NASA. Christa's ability to inspire hope in a nation, and among students in particular, comes through loud and clear—thanks to the author's personal friendship with Christa, which developed over the months he covered the story. (Yet in the book that friendship is unobtrusive, with Hohler always referring to himself in the third person.)

Hohler tells how President Kennedy and the early astronauts inspired Christa—and a nation. I think that Christa's time in the public eye recreated something of Camelot—a time of hope—in the minds of the American public. Her natural presence touched this country's soul.

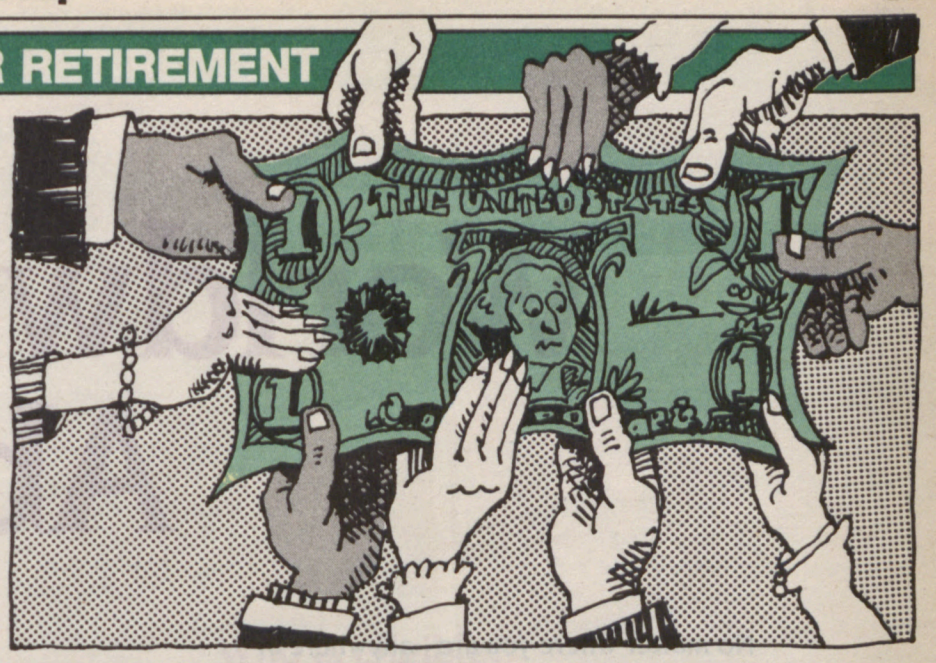
It's difficult to read this book, because the reader knows and anticipates the conclusion. Pain submerged for months renews itself time and again as vignettes bring Christa to life. As she touched so many of us personally, so does she touch many more through Hohler's account. The triumph of her leadership and the pain of her death will remain for a time to come.

Undoubtedly *"I Touch the Future..."* will become the closest thing to the journal that Christa would have completed. It will preserve the memories for those who knew her or came to know her. The American public can thank Hohler for being able to bring a sense of closure to an important moment in our nation's history.

Reviewed by NEA-New Hampshire President Marilyn Monahan (seen here speaking to the NEA Representative Assembly during post-humous presentation of the 1986 Friend of Education award to Christa McAuliffe).

YOU AND YOUR RETIREMENT

Retirement Systems: Changing With Changing Human Needs



Where is it written that retirement systems can't strengthen the profession they serve? Must we look at retirement as separate from active service in the schools? Why can't we view it as a logical extension of a career in education, or even a way to meet specific needs of the profession?

Joe Di Dio

NEA's Keith Geiger urges a fresh look at retirement.

NEA Vice-President Keith Geiger put these questions to the more than 100 state retirement system trustees and other participants from across the country at NEA's annual Retirement and Benefits Forum, held in Albuquerque in mid-November.

Association members belong to 82 different state and local retirement systems, whose assets total more than $180 *billion*, Geiger noted. Most systems are in good financial shape, and they're being managed more efficiently than in the past. Their assets will double in just six years. And many are moving toward the NEA goal of retirement after 30 years of service with a pension based on 2 percent of the highest three years' average salary.

"The strength is there, but what about the flexibility?" Geiger asked. "It's time to rethink our old ideas about what makes for an adequate retirement system."

Retirement systems weren't set up just to be financial institutions, Geiger pointed out—they were set up to help employees provide dignity and security for their old age. And soon, Geiger warned, "we may still have that monthly pension check, but lose the dignity and the security."

Certainly money is the main benefit any retirement system must offer. But a pension alone seldom provides an adequate standard of living. And money alone won't ensure that retirement is comfortable.

Geiger suggested several reasons teacher retirement systems should become flexible enough to meet some emerging needs. First, by better serving educators, they can benefit the profession, and so the nation. America has lost many good teachers simply because teacher pensions aren't always portable. Teachers who move with their families to another city or state have no incentive to continue their careers in public schools if they can't buy into the new retirement system—especially if they weren't vested in their old system and can't use their time there to qualify for vesting in the new system.

Literally thousands of other teachers are denied the opportunity to serve our nation's children because they can't draw retirement benefits if they return to part-time work in a public school—even though they can keep their benefits in any other job.

"Does it make sense," Geiger queried, "to turn away trained, experienced professionals and hire untrained people—as many school districts are doing—simply because our current retirement systems are too inflexible to find a way to help the profession they were designed to serve?"

Individual retirees also need benefits beyond their pensions. A school employee who retires after 25 years of service with a final average salary of $25,000 can expect to receive $12,500 a year in benefits—simply not enough to live on. Retirees need a well-thought-out financial plan—"but how many of us," asked Geiger, "can put together a financial plan? Not many, I would guess. So why don't retirement systems offer financial planning?

"What happens to the retired school employee needing long-term medical care in the new American society where families no longer live near each other?" Geiger continued. "Perhaps my need for medical attention will outweigh my need for monthly income—and a flexible retirement system could meet that need."

Group purchasing, travel, continuing education, training for second careers—each of these might be a benefit in a flexible retirement system. The varied needs of retirees are constantly changing.

"It's time that we look past the bottom line—the numbers," Geiger concluded, "and look at retirement in a new light.

"Can retirement become a positive influence in recruiting new employees to the profession? Can it play a more important role in employee retention? Provide the flexibility of early retirement? Provide coverage for the job-sharing and part-time employees who will be more and more in evidence in coming years?

"These are questions that school employees themselves must be in the forefront of answering. These are the problems that we must take an active role in solving."

For three decades now, Geiger told the gathering, "school employees have been in the forefront of the battle to create and preserve retirement systems. These systems wouldn't exist if it weren't for our efforts. NEA has fought off governors and state legislators who wanted to rob retirement funds. NEA is fighting to keep Social Security benefits from reducing retirement benefits. NEA constantly fights to keep integrity in retirement systems, to increase the formal percentages to 2 percent and lower the years of service to 25, and to have school employees other than teachers included in our retirement systems. And NEA will keep fighting these battles."

But, Geiger warned, NEA members can't let their concern for protecting and maintaining their systems keep them from dreaming—or from expanding their vision to their future needs.

"Maybe, just maybe, it's time to take a new look at our retirement systems, to take a look at the changing needs of retired members, to make sure the two remain compatible," Geiger said. "No one is better qualified to take that look than the members of the National Education Association. It's up to us to make tomorrow happen—today."

—Marian Clayton

How Will Tax Reform Affect Public Pension Systems?

The following is excerpted from a presentation by Michael Edwards, NEA manager for congressional relations, at the NEA Retirement and Benefits Forum, Nov. 7, 1986, in Albuquerque.

The effects of the Tax Reform Act of 1986 will be felt by every member of NEA and NEA-Retired—and indeed by every taxpayer, every institution, every sector of the economy, not just in the coming year but for decades to come.

The relationships of the federal government with public employees and with retirement plans are critical. NEA members must keep several points in mind.

Tax reform is not over. Passage of the Tax Reform Act of 1986 didn't end the reform process. Nor did it end congressional consideration of retirement issues. The need to correct mistakes in the new tax law, remedy unintended consequences, raise additional revenue, and reconcile some provisions suggests continued action.

This reexamination can be either positive or negative. The need to gain new revenue could lead Congress to try to limit tax-sheltered annuities even more. On the other hand, Congress has this opportunity to restore the "three-year recovery" rule and so improve the tax treatment of certain retirement benefits.

Even the keenest observers of the new tax law say that the changes are going to have an uncertain impact on specific regions, industries, and economic sectors.

NEA expects that as the changes work themselves out, political pressure from those who are hurt by the new law will force members of Congress and the Administration to consider some changes.

Retirement issues are squarely on the congressional agenda. For many years, Congress didn't look on retirement programs and employee benefits as possible sources of greater federal revenue. More and more in the past two years, however, Congress and the Administration have looked at retirement programs and employee benefits as a mechanism to deal with either federal budget deficits or tax revision plans. In fact, changes in the treatment of retirement programs—IRAs, 401(k) plans, tax-sheltered annuities—were a fundamental part of the tax revision process.

There is serious congressional concern about an ever-growing federal budget deficit. Under the tax reform law, federal revenues will *decrease* in 1988-89—and members of Congress will feel more pressure to find new ways to generate—at least on paper—dollars for the federal coffers. They may well turn to retirement contributions and benefits, as well as to other employee benefits.

There's going to be a resurgence of congressional interest in mandatory Medicare and Social Security coverage for all public employees in all states.

One feeling pervades the whole tax reform movement: uncertainty. That uncertainty has several causes:

► Some provisions in the law are unclear even to some of those who wrote them.

► Americans have to wait for the Internal Revenue Service to interpret the new tax law.

► It's difficult to assess the economic consequences of the law.

► A volatile political environment surrounds tax reform and the issues of public employee retirement.

Planning for a good retirement is a long process that requires clear information far in advance of retirement. Through the new tax law, the federal government has jeopardized that process.

It's essential that NEA-Retired and all NEA members make it clear to their elected leaders that retirement laws must be predictable, stable, and consistent.

Retirement legislation must not become a political football.

—M.C.

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Member and Each Eligible Child	$19	$100,000* $ 30,000	$20,000 $10,000
Member, Eligible Spouse and Each Eligible Child	$19	$100,000* $ 15,000 $ 15,000	$20,000 $ 5,000 $ 5,000

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*These benefits will increase as described under "Your coverage automatically increases," up to a maximum of $50,000 additional for each member.

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YOU AND THE LAW

Sects Education in the Schools

In a decision that may have far-reaching consequences, a federal judge in Tennessee ruled this past October that public school students have the right to leave the classroom rather than read or hear discussion of textbooks that offend their religious beliefs.

Conservative columnist James J. Kilpatrick predicts "chaos in. . . education" as a result of the decision. George F. Will goes even further, arguing that to give parents the "right to fine-tune their children's cooperation with a public-school curriculum" will be "disruptive" and create "blandness, dumbness and falsehood in instruction."

The case arose in the fall of 1983 when the parents of seven students in rural Hawkins County, Tenn., filed suit against the school board and several principals, including two Association members.

The parents and their children objected to the use of a Holt, Rinehart & Winston basic reading series in first through eighth grades, claiming that the series offended their fundamentalist Christian beliefs. They asked for a court injunction requiring the school district either to provide alternative reading texts or pay for private— presumably religious—school instruction.

The parents claimed, among other things, that the Holt series promotes "feminism" rather than portraying women in the traditional roles of wife and mother; that excerpts from Anne Frank's *The Diary of a Young Girl* promote religious pluralism; that *The Wizard of Oz* teaches that courage and intelligence can be acquired without God's help; and that *Cinderella* and *Macbeth* promote witchcraft.

In his decision, Judge Thomas G. Hull ruled that requiring the youngsters to read the offensive books denied them their First Amendment right to freedom of religion since they were being forced, in effect, to choose between reading the objectionable books and giving up their free public education.

The remedy Judge Hull ordered was rather limited. He denied plaintiffs' demand that the school district provide alternative reading instruction, ruling instead that the students must be allowed to "opt out" of the reading classes and sit in the library or study hall during that period. Their parents, he said, must assume responsibility for providing reading instruction, and the students must be tested regularly to make sure they maintain acceptable reading skills.

The ruling also requires the school district to pay damages to the parents and their children, the amount to be determined later. District officials have already appealed the decision.

What does Judge Hull's ruling mean? For starters, the reading series in question is currently being used by hundreds of school districts across the U.S. You don't need to be the good witch of Oz to foresee the deluge of federal court suits that will soon be filed.

Nor will the new suits limit their assault on textbooks to the Holt series. If students have a constitutional right to opt out of a reading course because selected passages offend their religious beliefs, then clearly they have the right to opt out of science class when evolution is discussed or history class when the contribution of women leaders is taught.

One also would be naive to believe that only Christian parents will raise objections to public school textbooks. In many school districts dozens of religions would have to be accommodated under Judge Hull's rationale.

Despite the judge's refusal to order alternative reading instruction (apparently because none of the state-approved texts was acceptable to the plaintiffs), it's likely that parents in other cases will continue to seek that relief.

In fact, many critics charge that what the fundamentalists really want is "sects education"—to force the public schools to use textbooks that promote their narrow religious views. They're turning, in increasing numbers, to the federal courts for help. Since President Reagan will have appointed over half the nation's federal judges by the time he leaves office, the chances of such litigants' finding a sympathetic ear are quite good.

What should a teacher do when a student insists on being excused for the week the class studies *Macbeth?* Until the Supreme Court hands down a definitive ruling in this troubling area, the best advice is to call your principal—and renew your NEA membership.

NEA members who are sued by students, parents, or both for alleged violations of constitutional rights are covered by liability insurance up to $250,000 for attorney's fees and damages. If the Tennessee case is affirmed on appeal, securing such insurance through NEA membership might be the best investment a teacher ever made.

—Mike Simpson,
NEA Office of General Counsel

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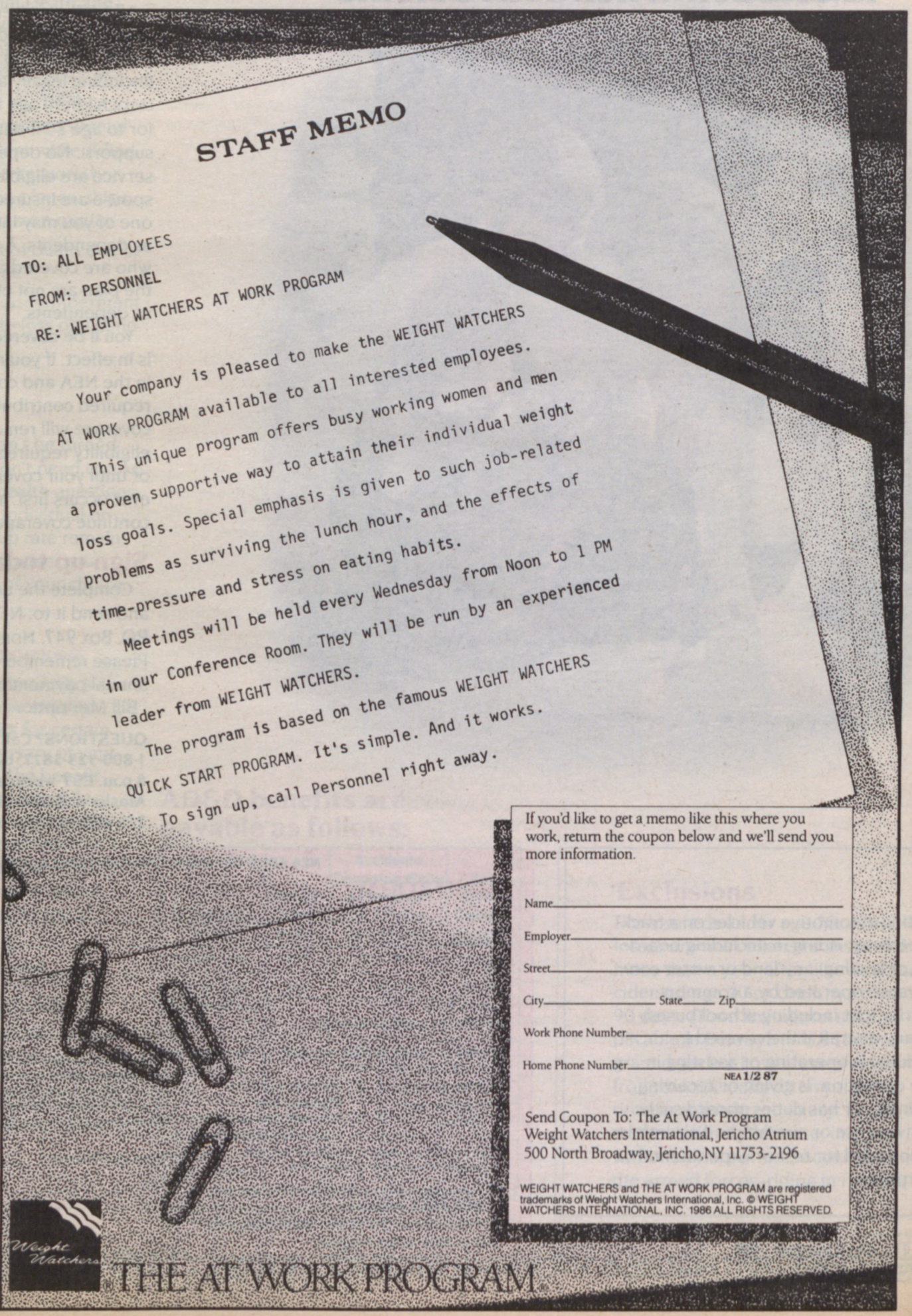
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PERSONALLY SPEAKING

Don't Get ROOKED

Beware the Career Counseling Ripoff

Job hunting—often a lonely and frustrating task—is even worse for someone who's trying to switch careers. In this situation it's natural to turn to "professionals" to cut down the worry and drudgery.

Sunday newspapers publish ads from companies calling themselves career marketing firms, private outplacement specialists, and career consultants or counselors. The ads urge job-seeking readers to come in for a no-cost-or-obligation interview.

But some unscrupulous firms are in business just to prey upon job-seekers' insecurities—and educators are among their favorite targets. A memo to the sales staff of one career counseling agency says, "Remember, educators are not accustomed to making decisions, nor are they accustomed to thinking in terms of thousands of dollars....Most will [purchase] on the spot....The others?...to hell with them!"

Career counselors should not be confused with either placement agencies, which are paid by the employer, or job clearinghouses, which maintain a list of positions available and sometimes charge a fee for its use. Counselors charge fees—up to tens of thousands of dollars—for services such as writing resumes for clients, coaching them in interview techniques, preparing lists of potential employers, planning career changes, and providing access to "unpublished" job sources. Career counseling is estimated to be a $250-million-a-year industry.

There's nothing wrong with the concept of career counseling. Many professional counselors serve an important function by helping clients improve their job-hunting skills and make wiser decisions about their careers. But the potential for abuse also exists.

One now-defunct national firm sent the following message to its regional offices: "We get asked more and more frequently, 'What is your percentage of placement?'....Answer the question this way—our *success* percentage is 90 percent. After all, success is measured by the number of people who do not complain...."

The Federal Trade Commission and the Better Business Bureau regularly receive complaints about hard-sell companies that demand thousands of dollars up front for "guaranteed" jobs. The sales agents for these companies are trained to demoralize potential customers, convincing them that without the company's help, they'll never land a good job.

Usually, however, the contract the victim signs does not reflect these verbal guarantees, and the quality of work done on the customer's behalf is often poor. In some instances, job hunters have complained that the lists of "hidden job market" vacancies they received from their counselor were outdated or irrelevant to their stated career goals.

Unethical career counselors often assume that educators have little knowledge about job hunting outside the schools and so will be easy victims. They instruct their agents to make the teaching profession appear "isolated from the rest of the world," stressing that people outside the field aren't familiar with educators' work and "don't know what it takes for you to have performed your tasks successfully."

Agents also are told to hint that "the rest of the world doesn't necessarily feel all that good about the quality of people who have chosen education as a career," implying that unless teachers get professional career help, nobody will hire them into a new field.

In a few states, career counselors must be licensed. In most of the country, however, it's *caveat emptor*. Reputable career counselors agree that very few people need thousands of dollars' worth of services to find a job—a little help in specific areas is enough for most. As in other parts of life, there are no shortcuts in seeking the right job. □

What To Watch Out For

Some signs that a career counseling service may be worth far less than its fee:

► The claim that the firm is going to put you in touch with the "hidden job market." It doesn't exist.

► Pressure to sign a contract immediately, without adequate time to study it.

► A one-time, up-front fee of $1,500 or more. You should pay as you go for services actually rendered.

► The verbal claim that your new employer will probably reimburse you for the counseling firm's fee. If an employer hasn't listed a job with a firm, it's doubtful you'll be reimbursed.

► The claim, again verbal, that the firm has a success rate of 90 percent or more. It's grossly exaggerated—25 percent is probably more accurate.

► The verbal guarantee that you'll find a job within six or nine months.

► Any major discrepancies between verbal claims or guarantees and what's in the contract you're asked to sign. What you sign is what you get. □

Sidestep the Investment Scam

Americans are becoming increasingly sophisticated when it comes to investing. More and more of us are looking beyond bank accounts and savings bonds in a search for ways to make our money grow.

Unfortunately, this trend has increased many people's vulnerability to investment scams. Authorities acknowledge that they cannot begin to catch all the con artists, and in some instances those who are caught are back in business within hours—maybe even paying their fines with new swindles!

Almost anything that can be a legitimate investment can be turned into a scam: commodity contracts, gold and silver bullion, gems, rare coins, oil and gas, or tax shelters. Some phony schemes are more imaginative—thoroughbred racehorse breeding farms, underwater homesites, or genetic engineering of "super rabbits" to furnish meat for Korean mercenaries guarding Saudi Arabian oil fields.

One favorite is the "Ponzi scheme," in which the thieves pay investors back a portion of their own money each month, telling them it's their investment's earnings. These people then tell all their friends about this "sure thing," and the friends buy in. When the pot gets big enough, the swindlers split.

Investment con artists often prey on the elderly and unsophisticated, but seasoned investors—lawyers, accountants, bankers, business leaders, even economists—have been known to buy into fraudulent deals.

Plush offices, glossy brochures, impressive references, and lists of famous clients are no guarantee that an investment is legitimate. Still, it's usually pretty easy to spot a swindle. Remember the old saw, "If it looks too good to be true, it probably is!"

Keep in mind that the safest investments around—U.S. Treasury notes, bills, and bonds—are presently paying 5 to 7 percent, depending on how long they take to mature. To earn more, you must be willing to accept a degree of risk. In today's investment market, anything offering more than a 25 percent annual return almost surely carries with it more risk than most people can afford.

If most schemes are obvious, how do so many people get taken? Usually through high-pressure sales tactics appealing to plain greed. The victim is told that the deal might not be around tomorrow and any delay will mean losing a once-in-a-lifetime opportunity to become rich. Human nature being what it is, too many people will ignore the warning signs of a rip-off in their eagerness to make a fortune.

Here are some warning signs that can help you distinguish a swindle from a legitimate investment:

► Pressure to act quickly, before it's "too late"—and before you can get adequate information.

► The verbal claim that it's a no-risk, high-profit investment. Such animals don't exist—and if they did, why would they be offered to you, a complete stranger?

► Reluctance to provide full *written* information about the company and its principals and officers (including financial statements, recommendations from the banking and brokerage community, and litigation records).

► Reluctance to provide *written* information about the investment proposal—including what percentage of your investment will be used for fees, commissions, or other administrative costs, whether your funds will be kept in a "segregated account" (they should be), and how you can liquidate if you need your money back.

► Unwillingness to identify the government or industry regulatory body that has jurisdiction over the investment. Most legitimate futures transactions are regulated by the Commodity Futures Trading Commission, and the company should have a "risk disclosure" statement readily available. Beware of unregulated investments.

► Reluctance to meet with you in person, or to explain the investment to your lawyer, accountant, or financial adviser.

► "Hot tips" from friends or acquaintances. Swindlers thrive on these recommendations, so it's imporant to give such tips the same scrutiny you'd give those from strangers. Your friends aren't dishonest—they're victims. □

Letters

'Doesn't Work'?

In "The New Tax Law: What Will It Mean To You?" (December), *NEA Today* states that Steve Paulsen teaches first grade, owns his own home, and has five children. Yet his wife, Linda, in your words, "doesn't work"!

For shame! She most likely cares for the five children and the house, not to mention her husband's needs, while he is off teaching. Linda is a full-time employee who, regrettably, does not receive a weekly paycheck for her efforts.

Changes in our everyday language are not a frill of feminists. Language conditions thought. Some possible alternatives for your writers to consider: "Linda is a fulltime homemaker" or "Linda does not work outside the home."

Barbara Pontecorvo
Sudbury, Massachusetts

I was outraged that *NEA Today* feels that Linda Paulsen, mother of five children ages 3 to 13, "doesn't work." It's superfluous to detail how insulting this is to women and mothers everywhere.

Worse, however, is the frustration I feel when a publication like yours is so insensitive to an issue about which many of us are struggling daily to educate the public.

Gail Scott-Parizer
Gaithersburg, Maryland

Editor's note: Had we thought a bit longer, we'd have come up with "has no wage or salary income," a more informative and relevant statement. Next time we will take the extra moment.

'Bouquets to Mary'

Bouquets to Mary Hatwood Futrell for her column "My Message...and Theirs" (November). Teens are crying for adults who will help them set limits and resist peer pressure.

Self-control and self-respect are *still* viable options when faced with adverse peer pressure. Thanks, Mary, for your courage in delivering *their* message.

Dan Teall
Junction City, Oregon

I commend President Mary Hatwood Futrell on "My Message ...and Theirs." Unfortunately, I have often fallen into the category of treading lightly for fear of turning young people off. Yet experience suggests that adolescents are not generally turned off, and in fact become interested when they hear that they *can* be responsible, they *can* exercise self-control and thereby have self-respect, because they *do* have control over themselves and their lives.

Two years ago my family hosted a pregnant adolescent who, against her parents' initial wishes, decided that her value for human life would not permit her to abort her baby. We had occasion to have many discussions, and in the course of one I mentioned that I had always encouraged my daughters to abstain from premarital sex. The girl's response was, "Nobody ever told me that. If my parents had told me not to have sex, I wouldn't have." For me, this contained a strong message—and gave me the strength to tread less lightly.

Pat Bratvold
Fox River Grove, Illinois

'Common Ground'

Thank you for the debate, "Has America Gone Overboard With Publicity On Missing Children?" (November). While holding opposing views, the debaters seemed to share some common ground: *fear* is not a good method of instruction.

I feel we can do a better job of teaching this very real and dangerous subject with love and care. The fact is, parents are scared, but this is an attitude we don't want to pass on to our children.

We all need to do our homework on this subject in order to become loving, responsible parents. Only then can we raise our children to become loving and responsible people.

Linda Ernst
San Bernardino, California

Not Science!

NEA's stand opposing the teaching of creationism as science ("Human Rights," November) places the Association in company with every consequential educational and scientific organization in the United States.

The claims of creationists have been examined by scientists from disciplines as diverse as astronomy and zoology—and found to be without merit. The courts have listened to creationists' arguments and uniformly rejected them as a facade for including religious fundamentalism in science classes.

Creationism is not scientific, it is religious. It should no more be taught as science than should astrology or the concept that the earth is flat.

The discouraging element in this situation is the ability of the creationists to convince those who most charitably can be called scientifically naive that their position is a scientific one that should for pedagogical reasons be included in science classes. The message here is clear. Public schools have done a very poor job of explicating the dimensions of science, and emphasis must be placed on science as a way of knowing that distinguishes it from the humanities, social sciences, and religion.

Your column outlined a rational approach to science education. Religion plays an important role in the lives of Americans. But if it is to be a part of the school curriculum, it should come in a course in comparative religions, and no particular sect's dogma should be considered as science.

William V. Mayer
Boulder, Colorado

All in the Name

The November "You and the Law" column about Billy K. Banks' legal action against the Letcher County, Ky., school system repeatedly refer to Mr. Banks as a "truant officer."

I have been employed in public education for 37 years as an attendance teacher and attendance supervisor. The title *truant officer* has a singularly negative connotation that does an injustice to a professional educational position. The term is a stereotype depiction one might recognize in a comic book.

It would behoove you to become more informed and enlightened as to the important role that attendance personnel play in the supportive services of the schools. If you did so, I'm certain you'd refrain from using the demeaning and denigrating term *truant officer*.

Norman Feldman
Attendance Supervisor
Plainview, New York

Editor's Note: The court papers in Billy K. Banks' case refer to him as "truant officer or 'Director of Pupil Personnel.'" Nevertheless, the point is well taken. Our apologies to attendance personnel everywhere.

Military Ads

We were dismayed and angered to see the Army ad you printed on page 28 of *Today's Education 1986-87.* We do not believe that NEA should print blatantly deceptive and misleading ads such as this one. Indeed, we have grave misgivings about printing any ads from the military, because we believe the goals of schools and the military are largely antithetical.

Unfortunately, we don't have the resources to place our alternative ad in an NEA publication. But we do ask, as a matter of fairness, that you let your readers know about the existence of About Face!, a group of teachers that raises questions about the role of the military and its propaganda in our schools. Our address is Box 1713, Brookline, MA 02146.

Bill Schechter
Thom Thacker
Sudbury, Massachusetts

X-plicit Records

Warning labels on rock album covers (Debate, October) are certainly not the final solution to the blase acceptance of violence as a form of entertainment. They are, however, a step in the right direction.

Granted, as Jim Lindstrom states in his rebuttal, parents don't buy records, but parents can see the album cover once the record is purchased. If parents won't tolerate records containing 'X-plicit' lyrics in the home, their children will soon realize the futility of buying these records.

I can't believe Lindstrom is serious when he advocates record buying as an "opportunity for a mature discussion of human sexuality and the value of responsibility." Are record stores to be equipped with isolation booths? The time when a parent's will collides with his child's is not the proper time to have a serious discussion about anything—not even tomorrow morning's breakfast. Values must be inculcated over years of child rearing; they don't 'take' at the moment of impact.

Arlene Heim
Garden City Park, New York

Exchanging Letters

I read an article in *The Washington Post* about *The Letter Exchange*, a small magazine that's bringing back the lost art of letter-writing.

Its founder, Steve Sikora, is a teacher-turned-carpenter who began a letter-writing network to find others who shared his interest in books and ideas. From it grew *The Letter Exchange*, a clearinghouse for the discussion of topics from Plato to golden retrievers, from cybernetics to coping with children.

The magazine contains brief listings that are invitations to write and discuss. For privacy, the listings are anonymous, and the initial exchange of letters goes through a free forwarding service.

The Letter Exchange is an excellent opportunity for teachers to correspond with each other about interests both personal and professional. For *NEA Today* readers only, Sikora is offering a sample copy for $2 (50 percent off the normal issue price). Write to *The Letter Exchange*, P.O. Box 6218, Albany, CA 94706.

Dorothy Davis Malloy
Washington, D.C.

Challenger Stamp?

An ad hoc committee has been formed to persuade the U.S. Postal Service to issue a Challenger memorial postage stamp. We're seeking associates to help collect signatures on petition forms, coordinate a letter-writing campaign to the Citizens Stamp Advisory Committee and Congress, and provide other support in the effort to show widespread *national* interest in a space shuttle memorial stamp.

For a petition form, identifying button, and other related materials, write to me at P.O. Box 1953, South Bend, IN 46634. Be sure to enclose 39 cents in stamps to cover postage.

Gene Bella
South Bend, Indiana

Attention, Candidates for NEA Office

Delegates to the 1987 NEA Representative Assembly (July 2-5 in Los Angeles) will elect a president, vice-president, and two Executive Committee members. The president and vice-president will serve two-year terms, and Executive Committee members will serve three-year terms, all beginning Sept. 1, 1987.

Candidates must have been NEA Active or Educational Support members for the two years immediately preceding the election. The June *NEA Today* will carry the photo and candidate statement of anyone filing for office and submitting a statement by April 1. Submission of these forms does not constitute nomination for office.

The Representative Assembly may also need to elect at-large NEA directors representing ethnic minorities, administrators, classroom teachers in higher education, and Educational Support members, pursuant to Article V, Section 1(c), (d), (e), and (f) of the NEA Constitution. If such at-large Board of Directors elections become necessary, the presidents and executive directors of state affiliates, the Board of Directors and Executive Committee, and the NEA Committee on Minority Affairs will be notified in June.

An incumbent NEA Executive Committee member has filed for the vice-presidency. If he is successful in his bid for that office, a third position on the Executive Committee will become vacant, and the Representative Assembly will elect an individual to fill the remaining one-year unexpired portion of the term, which will run from Sept. 1, 1987, through Aug. 31, 1988. Candidates for such position will not be eligible to have their statements and pictures in the June *NEA Today* because it won't be known until after the vice-presidential elections whether a vacancy exists.

More information about election and campaign procedures is available from the Executive Office, NEA Center, 1201 16th St., N.W., Washington, DC 20036. □

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," NEA Today, 1201 16th St., N.W., Washington, DC 20036.

Debate

Do today's children have too much to do?

Michael Munden

YES

Lee Schreiner is a 12-year veteran of teaching. For the past two years, he's taught fourth and fifth grade gifted and talented students at Pleasant View Elementary School in Grove City, Ohio. A member of the Southwestern Education Association, Schreiner has served as a state delegate to the NEA Representative Assembly.

Today's kids do have too much to do, because their parents are pushing them too fast into too many outside activities.

We live in a fast-paced, competitive society. Many parents feel that their kids will have an edge on the competition if they become proficient in as many fields as possible. But in their zeal to expose their children to these activities, they often overschedule their time.

The result—to borrow psychologist David Elkind's phrase—is "the hurried child." Many elementary and middle school students find their afternoons and weekends filled with lessons in dance, music, swimming, scouting, computer literacy, and the like, leaving little or no time for them to do what *they* want.

As a teacher and a parent, I believe in special extracurricular activities for children, but I also believe in letting them climb a tree, read a book, and have some say in how they use their free time. Kids who aren't allowed to pursue their own interests often fail to develop maturity and independence.

I've seen children pushed to the limit by pressure to achieve, compete, or perform. A child under stress to meet someone else's expectations can suffer emotional damage that will take years to heal.

Parents sometimes overschedule activities for reasons other than giving their children an advantage. Often when both mother and father work, overscheduling assures them that their children will be safely occupied after school. A better solution would be to find a substitute parent—a relative, family friend, or mentor.

When children are gifted and talented, parents frequently expect more of them. Depending on their talents, the kids are expected to be active in student government, drama, choir, orchestra, sports, and church and community activities. It would be better to find one activity the child likes, or one after-school program that offers a *choice* of activities.

In other cases, parents substitute their own feelings and desires for their children's needs and wants. Kids are pushed into sports, dancing, singing, and other activities to compensate for a parent's lost childhood. When little Johnny or Jane becomes a winner, the parent relives a part of youth. Many times children of such parents end up good swimmers or performers—but won't go within two miles of a pool or a stage for the rest of their lives.

We need to get away from the idea of deciding what our children's free-time activities will be, and let our children make those decisions.

As an ex-high school soccer coach, I can attest to the fact that many high school kids must work to earn money for such things as college tuition, car insurance, and prom expenses. Combining working with school is all the more difficult now that many states have increased graduation requirements.

It's become almost impossible for students to find the time necessary to achieve good grades, participate in sports or an after-school activity, and hold down a regular part-time job, too. Today the pressure to survive and succeed seems to override the option of simply enjoying life.

To better prepare today's students for the future, we teach them relatively new subjects like careers and computer education in addition to old standbys like math, science, social studies, English, reading, handwriting, physical education, health, art, and music. Yet these same students, in many cases, don't have a chance to grow creatively by choosing what to do with their own time. Children need to use their imaginations, to experiment, and to grow freely as individuals.

Challenge is fine—as long is it doesn't stifle a child's natural abilities. Children will bend only so far before they break. Then we may find that the "well-rounded" child is not rounded at all.

Joe Di Dio

NO

Franklin Louden teaches literature and art at Henry County (Ky.) Middle School. He's been with the district 14 years and has also taught special education, language arts, reading, and science. An Association activist at the local, district, and state levels, Louden is currently secretary to the Fifth District Education Association.

If today's children have too much to do, why do statistics show that they're bored with their passive existence?

The average child spends four to six hours a night watching television. Videocassette rentals and movie attendance continue to skyrocket among children and teens, evidence that they're using their time passively.

Teen pregnancies, drug and alcohol abuse, and vandalism are problems that have grown dramatically in recent years. Our prisons are full of young people who had nothing to do but find trouble. As someone once said, "An idle mind is the devil's workshop."

Some folks argue that by pressuring our youth to achieve early on, we drive them to seek escape. I contend the opposite: that our lack of familial structure and organized time make our children feel isolated, indifferent, and abandoned.

Rural communites—such as the one in which I live—were once structured around farm, school, and church. The family worked, played, and prayed together. Although these counterbalancing forces have diminished in recent years, some semblance of this original order remains in most rural societies. Children—both rural and urban—who have lost that balance have too much free time in which to find new ways of entertaining themselves. The result is often drug abuse, early sex, or vandalism.

Every human is the sum total of all his or her experiences. Children learn possibilities and limits by *doing*, not by sitting in front of a television set. The more experiences a child has, the more able he or she will be in later years to cope in our complex society. To meet the demands of the 21st century, today's children must have as wide a range of skills as possible.

We adults should provide opportunity for today's children to enhance their social skills, physical skills, communication skills, and athletic skills without the pressure of high achievement levels. One doesn't have to be a Picasso or a Leonardo to enjoy learning how to paint. Nor does one have to continue practicing everything learned. Skills achieved in one area flow over into other areas of a child's life. After-school activities also foster pride and competitiveness—two qualities often lacking in today's passive society.

The students I know who hold down jobs, or play team sports, or are involved in any activity that fills a lot of hours seem to have mastered the knack of organizing their time well. Balancing the competing demands of school and these other activities just doesn't appear to be a problem for them.

Busy parents should look on the time they spend transporting their busy kids to and from activities as one-on-one, "quality" time—a good chance for quiet conversations that will create happy memories years later.

Research shows that children's focus in learning is erratic: they learn intensely for a short time and then lapse into apathy and boredom. As they mature, this focus begins to stabilize, and they start to make choices.

Our youngsters will fail if their lives aren't fed with new experiences. Time is wasted if life is based on chance instead of a well-thought-out plan.

If I could give my two children just one thing in the world, it would be the opportunity to explore their own potential by experiencing as many situations as possible. These experiences will help them see that wasted time is lost forever and that they must make choices from their own experiences rather than from the illusion and fantasy of television.

I hope, of course, that they'll also learn the purpose of reflection and pondering, the joy of reading, and the reward of watching clouds.

So armed, they'll be well able to meet tomorrow's challenges by drawing on yesterday's memories. □

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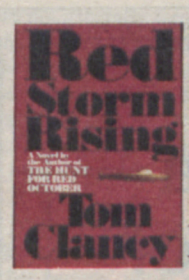

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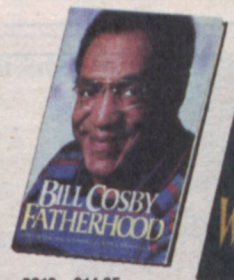

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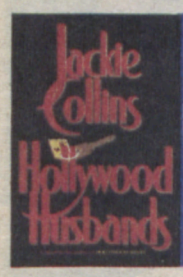

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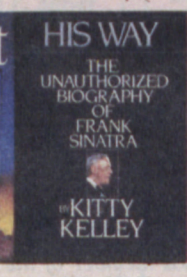

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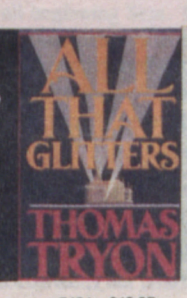

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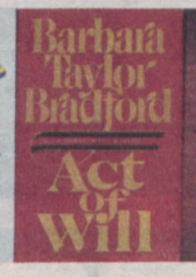

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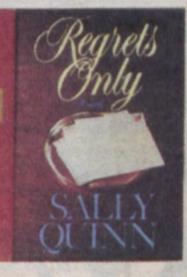

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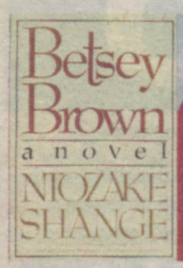

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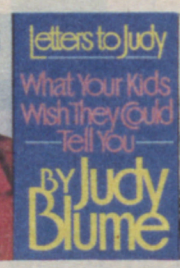

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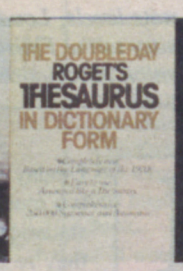

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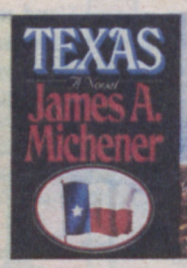

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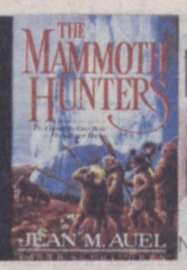

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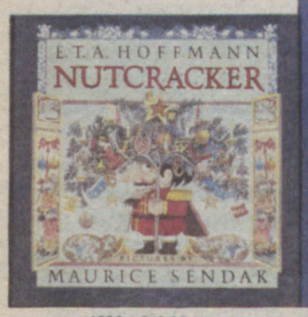

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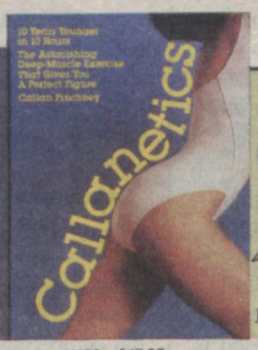

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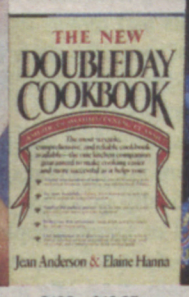

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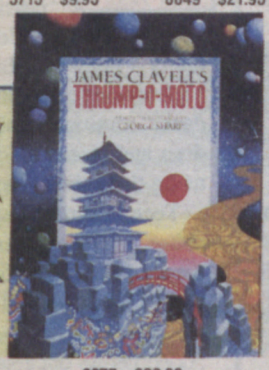

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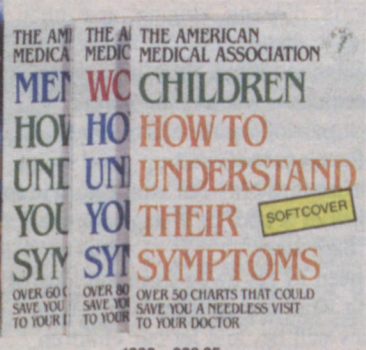

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